

The Representation of Emotional Intelligence on Students' Writing Achievement of Recount Text

THESIS

Submitted in Partial Fulfillment of Requirement for Gaining The
Bachelor Degree of Education in English Language Education



By:

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I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **The Representation of Emotional Intelligence on Students' Writing Achievement of Recount Text**
Name of Student : Chusnul Nur Alfiyanti
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ABSTRACT

Title : **The Representation of Emotional Intelligence on Students' Writing Achievement of Recount Text**
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This study discusses about the influence of Emotional Intelligence on students' writing achievement of recount text in solving the students' problem in writing skill. This research is aimed: (1) To explain students' emotional intelligence at Tenth Grader of MAN Kendal in the academic year of 2018/2019. (2) To explain students' writing achievement of recount text at Tenth Grader of MAN Kendal in the academic year of 2018/2019. (3) To find out the influence of students' emotional intelligence on their writing achievement at Tenth Grader of MAN Kendal in the academic year of 2018/2019. The method used in this research is quantitative. Quantitative research emphasizes the analysis to the numerical data that analyzed by statistics method. The data research that has collected then analyzed by statistics technique and the hypothesis was tested by simple regression analysis. To find out the significance of Emotional Intelligence on Students' Writing Achievement of Recount Text at Tenth Grader of MAN Kendal in the academic year of 2018/2019 was by comparing the price of of F_{reg} and F_{table} . If $F_{reg} < F_{table}$ so H_0 is not accepted (not significant), but if $F_{reg} > F_{table}$ so H_0 is accepted (significant). Then, based on the data obtained F_{reg} in the amount 13,212 with significance level 5% is 3,94. It means that $F_{reg} = 13,212 > F_{table} = 3,94$. It can be concluded that variable of emotional intelligence has positive and significant influence on students' writing achievement of recount text.

Keywords: *emotional intelligence, recount text, writing.*

MOTTO

“Indeed, with hardship (will be) ease.”

(Al-Insyirah: 6)

DEDICATION

This thesis is dedicated to everyone who gives big support to the writer, but foremost dedications are to:

- My beloved father and mother (Bapak Suyatno and IbuYantik Biyeti) for the endless love, the sincere prayers, the sweetest support, the unbelievable patience and for always being home for me.
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2. Sayyidatul Fadlilah, M.Pd. as the Head of English Education Department.
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Finally the writer realizes that this thesis is still far from perfection, so that constructive suggestion and criticism from all side

for the perfection of this thesis project are always expected. The writer hopes this thesis would be useful for the further study.

Semarang, 25th October 2019

Researcher,

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CHAPTER I

INTRODUCTION

In this chapter, the writer presents the background of the study, research questions, objectives of the research, and significances of the research.

A. Background of the Study

In Indonesia, English as foreign language is learned by students of every level of educational institution, such as elementary school, junior high school and senior high school. Students of senior high school have been getting English since they were elementary school, even though they got English early it does not mean that they master English well. Learning English means also learning all English skills, they are writing, reading, speaking and listening. From those four skills, writing is a skill in which it can be used to communicate with others indirectly.

In Indonesia, English is a second language for some people, even third language for traditional people. It means that not all people can master those four skills. Most of them only can master one skill or two skills, but there are also people who can master all skills though a few of them. Students of senior high school may learn English only in their school, but some of them also take an English course.

As a basic skill in English language, writing skill could not be separated from education sector. The reason is

that English learners at school must be able to express their mind in written or spoken forms effectively. The writer thought that the information could be effective for the readers if they understand what writer means in written form. Writing is important. The importance of writing can be seen from the fact that scientific books, newspaper, magazine, journals, brochures are products of writing.

Like other language skills, writing has important roles in the context of English language teaching as a foreign language in Indonesia. Many people argue that writing is the difficult skill which in writing they must focus on the vocabularies and the grammar. It is not only about both of them, but it is also about the feeling of the writer.

Writing is one way to communicate with other people. It is not spontaneous activity. From writing, people can express their thoughts by some words. However, writing is used as measure the student's achievement in learning. For instance, students' writing proficiency is often used to measure students' knowledge in context of education.¹ To make a good writing, people have to organize their thinking. Emotion helping people to organize their thinking, to decide what to focus more and motivate their behavior. Eventually, how people organize their emotional intelligence determine

¹ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.3

their success in life, and in this case on language learning. As in Hadits said:

أَلَا وَإِنَّ فِي الْجَسَدِ مُضْعَةً إِذَا صَلَحَتْ صَلَحَ الْجَسَدُ كُلُّهُ وَإِذَا فَسَدَتْ

فَسَدَ الْجَسَدُ كُلُّهُ أَلَا وَهِيَ الْقَلْبُ

“... and know that everybody there was a blood clot, if it was good then either the body would be and when it was broken then either the body would be. It was heart”. Shahih Bukhori and Muslim. no. 2551²

The Hadits above explained that heart is a source of human's body. It shows that the condition of heart also can control human's behavior. Then, human must be smart to take care the heart condition well.

Goleman explains that intelligence can only predict someone's success 20%, while the other 80% is from Emotional Intelligence. If it is not supported with good emotion, the intelligence can't be factor of someone's success in the future.³ Thus, the emotional intelligence takes significant effect on someone's success in learning English. Because emotional intelligence, as defined by Daniel Goleman, is the abilities such as being able to motivate oneself and persists in the face of frustration and control

² Al-Imam Bukhori, Imam Muslim, *Shahih Bukhori wa Muslim*, (Lebanon: Dar Al-Khotob Al-Ilmiyah, 2008), p.376

³ Nyayu Khodijah, *Psikologi Pendidikan*, (Jakarta: PT. Rajagrafindo Persada, 2014), p.145

impulses and delay gratifications; and to regulate one's moods and keep distress for swapping the ability to think; to emphasize and to hope.⁴

Emotion is not always about negative feeling in ourselves. There are two kinds of emotion, they are positive emotion and negative emotion. Positive emotion such as empathy, motivation and enjoyment can put learners in an optimal state on English language learning, especially in writing skill that everyone has his/her enjoy process. By contrast, negative emotion such as anxiety, stress and anger can decrease learners' optimal learning potential and their language learning.

Emotional intelligence argued by people that it determines someone's success.⁵ When someone can manage his emotion is able to motivate himself. Motivation utilize emotion to support someone to reach his success. It means that both of them has a close relationship.

Based on the writer's experience when conducted Teaching Internship in MAN Kendal, most of the tenth grade students of MAN Kendal have less interest in writing. It is because they suppose writing as a difficult skill of other English skills. The students find the difficulties to start writing

⁴ Daniel Goleman, *Emotional Intelligence*, (Jakarta: PT Gramedia, 2001), p.45

⁵ Ary Ginanjar Agustian, *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual*, (Jakarta: Penerbit Arga, 2001), p.xlii

because they have no idea or they just confused with what in their mind that they want to write. They often feel lazy to write and some of them choose to cheat their friends' writing. It is a big problem which shows that they really dislike writing skill.

The main problem encountered by the students write a text is a difficulty of sharing ideas in the written form. The impacts of this problem is indicated in their writing achievement. The students rarely check the dictionary and they also do not know what their mind happened. Writing is about the feeling of the writer feels. Sometimes it depends on mood of the writer. Talking about mood, it is related again to emotional intelligence that influences it.

Here, the writer would like to research the students' emotional intelligence in order to investigate its influence on students' writing achievement. And here, the writer chose recount text, because it retells the events or experience of someone and the story recount has expressions of attitude and feeling, usually made by the writer about the events. So, it will train the emotional intelligence of someone who will write it.

B. Research Questions

This research is conducted to answer the following questions:

1. How is the students' emotional intelligence at Tenth Grader of MAN Kendal in the academic year of 2018/2019?
2. How is the students' writing achievement of recount text at Tenth Grader of MAN Kendal in the academic year of 2018/2019?
3. How is the influence of students' emotional intelligence on their writing achievement at Tenth Grader of MAN Kendal in the academic year of 2018/2019?

C. The Objectives of the Research

Based on the problems have mentioned above, this research is intended to meet the following objective:

1. To explain students' emotional intelligence at Tenth Grader of MAN Kendal in the academic year of 2018/2019.
2. To explain students' writing achievement of recount text at Tenth Grader of MAN Kendal in the academic year of 2018/2019.
3. To find out the influence of students' emotional intelligence on their writing achievement at Tenth Grader of MAN Kendal in the academic year of 2018/2019.

D. Significances of the Research

The significances of the study is expected by the writer to be able to give the benefits as follows:

1. For students

This research may help students to be aware of the influence of their emotional intelligence in the language learning. With the high level of emotional intelligence, students will be able to increase their writing achievement.

2. For lecturer

The research is expected to help the lecturer to improve their method in teaching and learning process. In order to comprehend the students' emotional intelligence. Here, increasing the emotional intelligence of students is important. It is very useful for them to make an essay or a paper.

3. For researcher

This research extends the writer's knowledge about the students' emotional intelligence in their writing achievement. The writer will get the great experience in doing this research by researching the correlation between emotional intelligent and writing achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer describes theoretical review, previous research and hypothesis.

A. Theoretical Review

1. Emotional Intelligence

1) Introduction

According to the view of contemporary, someone's life success is not just determined by *Intelligence Quotient*, but also determined by *Emotional Intelligence* or *Emotional Quotient*. Nowadays, some people believe that people who has high IQ, it does not mean that they have a high performance.

Based on the research of some neurologists and psychologists, so Goleman concluded that every human has two potential thinking, those are rational and emotional thinking. Rational thinking is activated by intellectual ability or commonly called IQ, while emotional thinking is activated by emotion.⁶ Emotion is not term that can be defined. It refers to such states as joy, love, pride,

⁶ Desmita, *Psikologi Perkembangan*, (Bandung: PT Remaja Rosdakarya, 2009), p. 170.

and fun, which are pleasurable states. Emotion refers to anger, jealousy, and fear, unpleasant states that people seek to end by attacking or running from their source. In other words, emotion refers to very different conditions, which apparently are little related.⁷

Emotion is a complex feeling state accompanied by characteristic motor and glandular activities. While Sarlito Wirawan opined that emotion is each condition in someone self that accompanied by affective color either in the weak level (shallow) or wide level (deepen).⁸

Emotion is not always about negative feeling. It can be positive feeling that happened in every human. Negative feeling is such as anger, sadness, despair, etc. While positive feeling such as happiness, hope, bravery etc.

According to some conventional opinion, this emotion is no longer viewed as something that is positive or negative, but it applies as a source of

⁷ Hebb and Donderi, *Textbook of Psychology*, (London: Lawrence Erlbaum Associates, 2007), p. 236.

⁸ Syamsu Yusuf LN, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: PT Remaja Rosdakarya, 2001), p. 114-115

authentic energy and the strongest enthusiasm and it can give the source of intuitive wisdom.⁹

Intelligence describes the behavior of individual that related to the intellectual ability. There are some definitions of intelligence of some scholars, as follows:

- a. C.P. Chaplin (1975) defined that intelligence is an ability to face and to adapt the self toward new situation quickly and effectively.
- b. Anita E. Woolfolk (1995) puts forward that according to the old theories, intelligence has three meanings, they are: (1) an ability to learn; (2) the whole of knowledge gained; and (3) an ability to adapt successfully with new situation or an environment generally. Then, Woolfolk suggests that intelligence is one or more of the ability to acquire and use knowledge in order to solve problems and adapt to the environment.
- c. Binet (Sumadi S., 1984) states that the nature of the fact that there are three

⁹ Mustaqim, *Psikologi Pendidikan*, (Yogyakarta: Pustaka Belajar, 2008), p. 153.

kinds of intelligence, those are: (1) intelligence to establish and maintain (fight for) specific objectives. the more intelligent a person is, will be good at he made the goal itself, has its own initiative not just waiting for a command, (2) the ability to make adjustments in order to achieve these goals, (3) the ability to do self-criticism, the ability to learn from the mistakes he made.

- d. Raymon Cattell and friends. (Kimbel and friends, 1980) classified intelligence into two categories, namely (a) “*Fluid Intelligence*”, it is the type of cognitive analysis capabilities that are relatively unaffected by previous learning experiences; (b) “*Crystallized Intelligence*”, it is skills or ability of reason (thinking) that is affected by a learning experience before.¹⁰

2) Components of Emotional Intelligence

Emotional intelligence means to be able to acknowledge and handle emotions in yourself and

¹⁰ Syamsu Yusuf LN, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: PT Remaja Rosdakarya, 2001), p. 106

in others. The term was popularized by the success of Daniel Goleman's book *Emotional Intelligence: Why it can matter more than IQ*, which appeared in 1995 (1996 in the UK). Goleman defined emotional intelligence or 'EQ' as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. The term 'emotional intelligence' was coined in 1990 by Jack Mayer and Peter Salovey. They stated that emotional intelligence involves:

- the ability to perceive accurately, appraise and express emotion;
- the ability to access and/or generate feelings when they facilitate thought;
- the ability to understand emotions and emotional knowledge;
- the ability to regulate emotions to promote emotional and intellectual growth.¹¹

According to Goleman (1995), with the development of brain-imaging, (a technology that now help scientists in mapping the human heart),

¹¹ Alan Mortiboys, *Teaching with Emotional Intelligence*, (New York: Taylor & Francis e-Library, 2005), p.18

the more reinforce the belief that the brain has a rational and emotional part of the most dependent. Goleman classified the intelligence into five important components, they are: (1) knowing one's motivation, (2) managing emotions, (3) motivating oneself, (4) recognizing emotions in other, (5) handling relationship.

- a. Knowing one's emotion or known as self-awareness means understanding what someone feels at a moment and using it to guide self-decision taking; has a realistic indicator toward self-ability and forceful confidence.¹² Self-awareness can manage emotional awareness, knowing self-emotional and the effect; accurate assessment, knowing the strengths and the limits of the self; self-confidence, beliefs about self-esteem and the own self ability. So, self-awareness is the important component in emotional intelligence.
- b. Managing emotions means managing self-emotions in order to understand the

¹² Desmita, *Psikologi Perkembangan*, (Bandung: PT Remaja Rosdakarya, 2009), p. 170-171

positive impact for carrying out the task, aware toward heart word and being able to manage the emotion well.

- c. Motivating oneself means using the most passion in to move and guide human beings towards a goal, helping in taking an initiative and acting very effectively and surviving in facing a failure and a frustration. The key of motivation is controlling your emotions, so that it can support the success of one's life.
- d. Recognizing emotions in other or usually we called it empathy. It is an ability to feel what other people feel, being able to understand their perspective, growing up the relationship of mutual trust and equaling themselves with the people or society.
- e. Handling relationship means the ability of controlling and handling the emotions well when dealing with others, being good at reading the situation, and social networking, to interact fluently, understanding and acting wisely in

human relationships. In short, social skill is the art of influencing others.¹³

Looking at those five components of emotional intelligence, it is understood that emotional intelligence is needed by humans to achieve success, both in the academic level, career, and social sector. So, emotional intelligence is an ability which everyone has in her/hisself, if they can manage it well, it will give a good impact and on the contrary.

2. Writing

1) Definition of Writing

According to Dalman, writing is a delivery process of information written in the form of the creativity of the writer by using a creative way, not monotonous and do not centrally focus on only one problem solving. In the writing process will use both the brain.¹⁴ Writing enhances the ability of the students to generate their ideas, to communicate one word to another, sentence to sentence, paragraph to paragraph and to increase

¹³ Desmita, *Psikologi Perkembangan*, (Bandung: PT Remaja Rosdakarya, 2009), p. 171-172

¹⁴ Dalman, *Keterampilan Menulis*, (Depok: PT Rajagrafindo Persada, 2012), p. 5

the awareness of using grammar and to use words.

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.¹⁵

Based on the writing definitions above, the writer concludes that writing is the important component in English body. English will be not perfect if one of its parts lost. Because those English four skills complement each other. Students will be more active to activate their critical thinking, because they will think too much to write down what are in their minds.

2) The Process of Writing

The writing process is a way to look at what people do when they compose a written text and how they arrange words become paragraph. Then, the writing process may lead the outcome of

¹⁵ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p. 31

written text, either good writing or bad writing that people write.

According to Ken Hyland, there are five processes of the writing approach that will be described as follows:

Step 1 : Prewriting. The students are expected to generate ideas by brainstorming, free writing, clustering, topic analysis, organizing, planning.

Step 2 : Writing. There are drafting, unblocking techniques.

Step 3 : Editing. The components are cutting deadwood, strengthening sentences, improving style.

Step 4 : Rewriting. Identifying focus and structure, revising on different levels, advising peers (peer feedback), adapting text for speaking.

Step 5 : Publication and Appreciation. Proofreading and polishing, evaluating the final product, publication.¹⁶

Then, those are the steps that should be considered by everyone before writing down.

¹⁶ Ken Hyland, *Teaching and Researching Writing*, (England: Pearson Education, 2002), p. 91

3) Writing Recount Text

Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions.¹⁷

The purpose of factual recount is to document a series of events and evaluate their significance in some way. And the purpose of the literacy or story recount is to tell a sequence of events that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.¹⁸

Recounts are organized to include:

- Orientation
Provides the setting and introduces participants.
- Events

¹⁷ Knapp Peter and Megan Watkins, *Genre, Text, Grammar*, (Australia: University of South Wales Press, 2005), p. 223

¹⁸ Ken Hyland, *Teaching and Researching Writing*, (England: Pearson Education, 2002), p. 99

Tell what happened, in what sequence.

- Re-Orientation

Optional-closure of events.¹⁹

Common grammatical patterns of a recount include:

- Use of nouns and pronouns to identify people, animals or things involved;
- Use of action verbs to refer to events;
- Use of past tense to locate events in relation to speaker's or writers' time;
- Use of conjunction and time connectives to sequence the events;
- Use of adverbs and adverbial phrases to indicate place and time;
- Use of adjectives to describe nouns.²⁰

4) Emotional Intelligence in Writing

In writing skill people do not only use their advantage to arrange some words. But they have to know what will they write and whether its writing has message for the readers or not. The reader usually will feel what the content about.

¹⁹ Entika Fani Prastikawati and Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP PGRI Semarang, 2010), p. 19

²⁰ Ken Hyland, *Teaching and Researching Writing...*, p. 99

Emotional intelligence can help writers to determine a good theme. But emotional intelligence can't be obtained without exercises. It will be increase if people do an activity such as holiday, reading a certain book that can increase emotional intelligence, doing a useful activity, etc. When people have done those activities, at least it can help writers to write what they want.

B. Previous Research

Considering the topic of this research, some related study from the previous research were presented in this chapter:

The first, a journal written by Mohammad Reza Ebrahimi, Hooshang Khoshsima and Esmail Zare-Behtash²¹ in 2018, entitled The Impacts of Emotional Intelligence Enhancement on Iranian Intermediate EFL learners Writing Skill

The writer empirically examined the influence of enhancing Emotional Intelligence on writing skill. The purpose of the study was to examine the effect of EQ enhancement on the progress of writing ability. It was previously proved that through teaching EQ, the emotional intelligence of the students could be increased (e.g. Goleman, 1995; Mayer et al. 1999; Jaeger, 2003; Bar-On. 1997). Based

²¹ Mohammad Reza Ebrahimi, Hooshang Khoshsima and Esmail Zare-Behtash, The Impacts of Emotional Intelligence Enhancement on Iranian Intermediate EFL learners Writing Skill, *International Journal of Instruction*, (Vol. 11, No. 7, January 2018)

on that, it was hypothesized in the current study that writing about students' emotions and frequent use of emotional words in writing assignments via consciousness-raising upon their feelings can help them know their feelings and it consequently increases their EQ. As an educated guess researchers of the present study presumed that there could be a way to enhance EQ and through this increase, language in general can develop better because it depends on affective factors. EQ was taught and at the end of the experiment the results of the data analysis indicated a significant increase in both EQ and writing skill.

The current research of this study was a Quantitative study. “Quasi Experimental Study” design of the current correlational study was administered by intact group sampling as follows. Questionnaires were used in the study both at the beginning of the experiment and at the end of the educational year which was the period that EQ was being taught to the students.

The similarity between this journal and this current study is the specific of study discussion, it's about writing skill, and the same topic that talked about emotional intelligence. But, both have a difference in the theme of study and the research method. The journal discussed about the impact of emotional intelligence enhancement, but this study discussed about the representation of emotional intelligence.

The second, a thesis written by Ikfi Mawarida Amalia Husna²² (113411003/2016) in 2016, entitled *The Relationship Between Emotional Intelligence and Foreign Language Anxiety of University Students*

The researcher correlated between students' emotional intelligence and their foreign language anxiety. There are some theories about emotional intelligence which argue that it had significant effect on students' English learning process including how students manage their anxiety on classroom. The study was conducted at UIN Walisongo Semarang and the subject of this study is students of Teacher Training and Education Faculty. The result of the study is that there is a significance correlation between students' emotional intelligence and foreign language anxiety of university students.

The similarity between the thesis and this current study is describing the students' emotional intelligence. Both use the same method, the thesis used quantitative research, while this study also used its method. And the instrument is questionnaire to measure students' emotional intelligence. The difference is the dependent variable and the participant.

²² Ikfi Mawarida Amalia Husna, *The Relationship Between Emotional Intelligence and Foreign Language Anxiety of University Students (A Correlational Study at third semester students of Teacher Training and Education faculty of UIN Walisongo in the Academic Year of 2015/2016)*, *Thesis*, (Semarang: University of Walisongo State Islamic, 2016)

The third, a journal written by Karim Sadeghi and Bahareh Farzizadeh²³ in 2013, entitled *The Relationship Between Emotional Intelligence and Writing Ability of Iranian EFL Learners*

The purpose of this journal was to determine whether or not EI plays any role in students' writing ability. In this study, the body of female BA sophomores of TEFL in Urmia University, (N = 47), within the age range of 18-25, was given a close look in terms of their EI. The findings of the current study might not be generalizable since only a small scale sample of the participants' written performance was obtained; yet, our findings harbor a number of implications for learning as well as for teaching EFL, particularly in the case of writing in the Iranian context. Writing, in itself, signifies the use of emotions to put one's thoughts into words; that is, it is a way of identifying emotions and tracking down what the possible causes of those feelings might be.

The similarity of this journal with this current study is both discussed about emotional intelligence and writing ability. And the difference is the instrument to measure the students' emotional intelligence.

²³ Karim Sadeghi and BaharehFarzizadeh, *The Relationship Between Emotional Intelligence and Writing Ability of Iranian EFL Learners*, *Brazilian English Language Teaching Journal*, (Vol. 4, No. 1, 2013)

The fourth, a journal written by Faizal Arvianto²⁴ in 2016, entitled *The Influence of Emotional Intelligence and Writing Interest Towards The Ability of Writing Argumentation Text on Faculty of Law Students of Sebelas Maret University*

This journal aimed to examine the relationships of (1) emotional intelligence to argument writing ability; (2) writing interest to argument writing ability; and (3) emotional intelligence and writing interest simultaneously to argument writing ability. The method used was quantitative method with survey strategy through correlational study. The population of research was all of sixth semester students in the Faculty of Law at Sebelas Maret University Surakarta, while the sample consisted of 100 students taken cluster sampling technique. The instrument for collecting data was argument writing ability test, emotional intelligence test, and writing interest questionnaire. Technique of analyzing the data was (simple/ multiple) regression and (simple/multiple) correlation. The result of the analysis showed that: (1) there was a positive relationship between emotional intelligence and argument writing ability, with $r_{(X_1 y)} = 0,54$ through simple linear regression line $Y = 37,92 + 0,48 X_1$; (2) there was a positive relationship between writing interest and

²⁴ Faizal Arvianto, *The Influence of Emotional Intelligence and Writing Interest Towards The Ability of Writing Argumentation Text on Faculty of Law Students of Sebelas Maret University*, *Journal of Metalingua*, (Vol. 14, No. 2, 2016)

argument writing ability, $r(X_2 y) = 0,56$ through simple linear regression equation $Y = 35,12 + 0,48 X_2$; and (3) there was a positive relationship of emotional intelligence and writing interest simultaneously to argument writing ability, $r^2_{y12} = 0,56$ through a multiple linear regression equation $Y = 35,56 - 0,01X_1 + 0,48X_2$. Considering such result, it could be concluded that argument writing ability is defined by emotional intelligence and writing interest.

The similarity of this journal and this current study is the same discussion, it is about emotional intelligence and writing. But, in this journal, the writer told about argument writing, while in this current study told about students' writing achievement that is about recount text.

The fifth, a journal written by Gülten Genç, Emine Kulusaklı and Savas Aydın²⁵ in 2016, The Relationship Between Emotional Intelligence and Productive Language Skills

This study, firstly, examined the relationship between emotional intelligence skills and two variables: gender and age. Secondly, it examined the relationship between emotional intelligence skills and productive language skills; writing and speaking. The emotional intelligence skills that are investigated in relation to these variables are the

²⁵ Gülten Genç, Emine Kulusaklı and Savas Aydın, The Relationship between Emotional Intelligence and Productive Language Skills, *An International Online Journal*, (Vol. 16, No. 1, 2016)

Intrapersonal EQ involving emotional self-awareness, assertiveness, self-regard, self-actualization and independence; Interpersonal EQ involving empathy, interpersonal relationship and social responsibility; Adaptability EQ involving problem solving, reality testing and flexibility; Stress management EQ involving stress tolerance and impulse control; General Mood EQ involving happiness and optimism. Regarding the results, it can be concluded that age is only related to problem solving component skill that is one of the components of adaptability EQ whereas gender is only related to optimism that is the component of general mood EQ. Moreover, descriptive statistics indicated that women can empathize better than men; are more socially responsible, are more aware of their feelings, show more levels of self-regard, have higher levels of independence and self-actualization whereas males are better at tolerating stress and controlling their feelings. Finally, the study revealed that stress tolerance and impulse control as the components of stress management EQ are effective on students' writing achievement whereas "interpersonal and stress management" EQ subscales; independence as one of the components of intrapersonal EQ skills; social responsibility as one of the components of interpersonal EQ skills and stress tolerance as one of the stress

management EQ skills are effective on students' achievement in speaking skill.

The overall design of the present study was based on the quantitative research method and it was designed to investigate the relationship between emotional intelligence skills and productive language skills (e.g. speaking and writing) at a state university in Turkey in addition to investigate emotional intelligence in relation to gender and age.

The similarity of this journal and this current study is only about investigating someone's emotional intelligence whether it has relationship with productive language skills. While this study investigated students' emotional intelligence and their writing achievement. And the difference in both these studies is the journal focused on the second language learning and its effect on productive language skills. While this study focused on the writing achievement and emotional intelligence.

C. Hypothesis

Based on the statement above, the hypothesis of the study can be related as follows:

1. Hypothesis Alternative (Ha)

Hypothesis Alternative (Ha) states that there is a relationship between variable X and variable Y. Then, the hypothesis alternative in this research states that there is

an influence of emotional intelligence on students' writing achievement of recount text.

2. Hypothesis Null (H_0)

Hypothesis Null is formulated to disprove what is expected to happen by the researcher. In other words, this hypothesis null states that there is no relationship between variable X on variable Y. Then this hypothesis states that there is no an influence of emotional intelligence on students' writing achievement of recount text.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research settings, population and sample, variables and indicators, data collection technique, and data analysis technique.

A. Research Design

The kind of this research is field research. A field research is a research that immediately done in the field or in the respondent. The kind of the approach of this research is a quantitative descriptive, it is a research that is prosecuted with numeral from collecting data, describing data and showing the result.²⁶

B. Research Settings

The primary data of this research are students and documentation. Those data are derived from participants of this study that are students at Tenth Grader of MAN Kendal in the academic year of 2018/2019. The appropriate location of MAN Kendal is on Islamic Center Complex, Soekarno-Hatta Street No. 18, Bugangin, Kabupaten Kendal. And the setting of this research was conducted on 13 May 2019 until 20 May 2019.

²⁶ Sugiyono, *Metode Penelitiqn Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2015), p. 12

C. Population and Sample

1. Population

The population is generalization region that consists of object or subject that has quality and a certain characteristic that made by the researcher for learning and then take a conclusion.²⁷ While the population of this research is the students at Tenth Grader of MAN Kendal in the academic year of 2018/2019 that amount 450 students.

There are some majors in MAN Kendal. They are nature science class, there are 5 classes; social science class, there are 6 classes; also there is one religion class; and one language class.

2. Sample

Sample is part of the number and characteristics of which are owned by the population. When a large population, and researchers may not learn all that there is in the population, then researchers may use samples taken from the population. What is learned from that sample, the conclusion will be able to apply to the population. For that samples taken from a population should be exactly representative.²⁸

Here, the writer used proportional random sampling. It is one of techniques that all of individual in the population may

²⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2017), p. 80

²⁸ Sugiyono, *Metode Penelitian...*, p. 81

have the same opportunity and would be chosen as a sample. This technique used because the population has member who are not homogenous and the level proportionately. Because of the population is not homogeneous, so the researcher only taken the population of students of nature science class and there are 140 students. Here the researcher used Isaac and Michael technique to decide the sample. It was taken 5% from the population of nature science class students, so the sample here is 100 students.

D. Variable and Indicator

Theoretically, variable is defined as someone's attribute, or object, that has a variation between each other or between a subject with another subject. It named variable because it has a variation. Variable that has not a variation that is uncalled by variable. To be able having a variation, the research must be based on a group of source data or a variation object.

According to the definition above, a variable research is an attribute, characteristic, or a value from someone, or an activity that has a certain variable that is established by a researcher and then taking a conclusion. A variable research is divided into two kinds, there are independent variable and dependent variable. Independent variable is variable that giving an influence and dependent variable is variable that is influenced.²⁹

²⁹ Sugiyono, *Metode Penelitian...*, p. 38-39

From those variables can be concluded into some indicators, they are:

1. Independent variable is Emotional Intelligent of Students (X)

Sugiyono said that, independent variable can be called *stimulus*, *predictor*, or *antecedent*. Independent variable is variable which has the influence or the cause of change or make the existence of dependent variable.³⁰ So, the independent variable in this research is the emotional intelligence as X variable. The researcher measures it by giving questionnaire and the indicators are:

- 1) Knowing one's emotion
- 2) Managing one's emotion
- 3) Motivating oneself
- 4) Recognizing emotion in others
- 5) Handling relationship

2. Dependent variable is Writing Test (Y)

This variable usually called by variable of output, criteria, and consequence. The dependent variable in this study is students' achievement in writing recount text as Y variable. The researcher measures it by giving a writing test, then scoring the result with some aspects, and here the indicators are:

- 1) The content of writing

³⁰ Sugiyono, *Metode Penelitian...*, p. 39

- 2) The organization of writing
- 3) The vocabulary
- 4) The grammar
- 5) The mechanic

E. Technique of Data Collection

To get the accurate data, the writer used two ways in the collecting data, they are:

- 1) Documentation

Documentation technique is a technique that used to look for the data about variable such as notes, transcript, book, newspaper, epigraphy, meeting, agenda, etc.³¹ Data of documentation is about something happened. This data is included into secondary data that the researcher did not have to interact with the subject of research directly. Documentation was done to get the information about all whole things in MAN Kendal, such as: the geographical condition, the educator condition and the learners' condition, and also the learning achievement of the learners about their achievement in writing text by using giving them writing test and also giving questionnaire to measure their emotional intelligence.

³¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 274

2) Questionnaire

Questionnaire data collection technique is done by giving the question or statement in writing to the respondent to be answered. The questionnaire is a technique of collecting data that can be expected from the respondent.³² The main purpose of using questionnaire in data collection is:

- a. To get a relevant information with the aim of research.
- b. To collect the information of high reliability and high validity.

The scale that used by this questionnaire is *Likert Scale* that aimed to measure the attitudes, conviction, behavior, and the characteristic of the respondents. In the *Likert Scale* variable that will be verified to be indicator variable, then that indicator is used as a starting point to arrange the items of the instrument that can be in form of a question or a statement. Instrument that using *Likert Scale* can be made in multiple choice.

The answer of each instrument's item that using *Likert Scale* has gradation from too positive until too negative as like words. Every question in this questionnaire has different point. Positive questions are that 'Always' has 5 points,

³² Sugiyono, *Metode Penelitian...*, p. 142

‘Often’ has 4 points, ‘Sometimes’ has 3 points, ‘Seldom’ has 2 points, and ‘Never’ has 1 point.³³ Positive questions are that ‘Always’ has 1 point, ‘Often’ has 2 points, ‘Sometimes’ has 3 points, ‘Seldom’ has 4 points, and ‘Never’ has 5 points. The writer used questionnaire to collect some data about respondents’ emotional intelligence level. The questionnaire are arranged based on the concept of emotional intelligence of Daniel Goleman.

There are two kinds of questionnaire. In this case, the writer used enclosed questionnaire. Enclosed questionnaire is a questionnaire that presented in a form which the respondents are asked to choose one answer that suits the characteristics of him by giving the sign (x) or a checklist (√).

In using this instrument the researcher needs to do a testing of analysis instrument test include: The first step, processing data or analyzing data. The second, the researcher has to do validity test and reliability, the data that has a low reliability and low validity can’t be used. The third, statistics analysis is used if the data in the form of numeral.

3) Writing Test

³³ Sugiyono, *Metode Penelitian...*, p. 94

Writing achievement is one of students' duty of learning English. Here, students do not only learn about the theories, but they also must practice it.

Here, the writer chooses recount text because it is making easier for the students. They only focus on their own experience. So, they should not think too much in looking for new ideas.

This test was used to measure students' writing achievement in writing skill. This test is measured by *Analytic Scoring*. It may be more appropriately called *analytic assessment* in order to capture its closer association with classroom language instruction than with formal testing. Brown and Bailey designed an analytical scoring scale that specified five major categories³⁴:

Table 3.1
Writing Assessment

No	Categories	Score
1.	The content mastery	30
2.	The organization mastery	20
3.	The vocabulary mastery	20

³⁴ H. Douglas Brown, *Language Assessment*, (New York: Pearson Education, 2004), p. 246

4.	The grammar mastery	25
5.	The mechanic mastery	5
Total		100

Table 3.2

The analytical scoring of writing recount text

Aspect	Score	Performance description
Content (C) - Topic - Details	4	The topic is complete and clear, the details are related to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) - Identification - Description	4	Identification is complete, and description are arranged with proper connection
	3	Identification is almost complete, and description are arranged with almost proper connection
	2	Identification is not complete, and description are arranged with misuse of connection
	1	Identification is not complete,

Aspect	Score	Performance description
		and description are arranged with proper connectives
Grammar (G) -Use present tense, -Agreement Aspect	4	Very few grammatical for agreement inaccuracies
	3	Very few grammatical for agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms, but to change the meaning
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M) - Spelling, - Punctuation, - Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It has dominated by errors of spelling, punctuation, and capitalization

F. Technique of Data Analysis

The data analysis method which used in this research is quantitative analysis. Quantitative is concerned with the amount or numeral.

1) Test of Data Validity

a. Test of Instrument Validity

An instrument can be valid if instrument can measure something exactly what it intends to measure.³⁵ The researcher determines instrument validity based on the formula of correlation coefficient product moment.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The following statement:

r_{xy} : correlation coefficient Pearson between item that used with relevant item.

X : score of each question item

Y : total score

N : amount of respondent

b. Test of Instrument Reliability

Measuring instrument can be reliable if the measurement is consistent and accurate. This test is done to know the

³⁵ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2013), p. 170

consistent of instrument to be measuring instrument until the result of it is believable.

The formula is Alpha from Cronbach or usually called Alpha Cronbach, as follows³⁶:

$$r_{ii} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma^2} \right]$$

$$\text{The formula of Variance} = \sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

The following statement:

r_{ii} : reliability of instrument

k : amount of question item

$\sum \sigma_i^2$: amount of variance square of question item

σ_i^2 : amount of variance square

c. Test of Normality

Test of Normality is aimed to test whether the data of each variable of research is normal distribution or not. This test is used SPSS technique with Kolmogorov-Smirnov test calculated by using *software* SPSS program. The steps that must be done are:

- 1) Open the SPSS program.
- 2) Click menu **Analyze**, then choose the sub menu **Nonparametric Test**, choose **Legacy Dialogs**, then choose 1 Sample K-S.

³⁶ Suharsimi Arikunto, *Manajemen Penelitian...*, p. 180

- 3) Moving variable Emotional Intelligent to column Test Variable Lists.
 - 4) At **Test Distribution**, click Normal.
 - 5) The last, click **OK**.
- d. Test of Linearity

Test of Normality is done to know whether a variable has linear relationship or not significantly. The technique of this test is used by SPSS to identify the linear and not can use two ways, they are by seeing the significant result or the Linearity at ANNOVA Table, if the significant result bigger than 0,05, so there is a linear relationship significantly. But if the significant less than 0,05, so there is not a linear relationship significantly.³⁷

- e. Preliminary Analysis

Preliminary Analysis is the first step to determine the further analysis, to know how far the influence of emotional intelligence on students' writing achievement of recount text at Tenth Grader of MAN Kendal in the academic year of 2018/2019. In this preliminary analysis, the data is got from spreading the questionnaire to the respondents. Then the writer inputs the data into table that was given a score in each alternative answer that being reference in the research. Then

³⁷ Kadir, *Statistika Terapan*, (Jakarta: Rajawali Press, 2016), p. 185-186

the first step that must be done is changing the qualitative data to quantitative data.

a. Scoring

The data obtained through questionnaire, then analyzed into numeral with a way giving score in each item of answer on question of questionnaire that has given to respondents by using *Likert Scale*. That scale can be used to measure the attitude, opinion and perception of individual or group about social phenomenon. The score of positive and negative questions are same, the difference is on the answer formation.

Here are the score of the answer of each question item:

Table 3.1
Scoring of Likert Scale

Alternative Answer	Positive Scores	Negative Scores
Always	5	1
Often	4	2
Sometimes	3	3

Seldom	2	4
Never	1	5

b. The researcher made the interval and qualification score from each variable with these steps as follow:

- 1) Looking for the highest score (H) and the lowest (L).
- 2) Looking for *mean* and Standard Deviation (SD) of Emotional Intelligence on Students' Writing Achievement of Recount Text, with the formula:

a) *Mean* and standard deviation (SD) of variable X is:

$$M = \frac{\sum X}{N}$$

$$SD = \sqrt{\frac{(\sum X^2)}{N-1}}$$

b) While *Mean* and standard deviation (SD) of variable Y is:

$$M = \frac{\sum Y}{N}$$

$$SD = \sqrt{\frac{(\sum Y^2)}{N-1}}$$

The following statements:

SD = standard deviation

N = amount of respondent

- 3) Making a value conversion of each variable by using five standard.
- c. Hypothesis Analysis
- 1) Linear Regression Similarity

In this research used simple linear regression similarity. Simple regression is based on functional relationship or casual of one independent variable with one dependent variable. Here the formula of the similarity is:

$$\hat{Y} = a + bX$$

Where:

\hat{Y} = subject in the dependent variable that predicted

a = the price of Y when the price of X = 0 (constant price)

b = numeral direction of coefficient regression that refers to raising numeral or lowering dependent variable based on the changing of independent variable. If (+) line is up, and if (-) line is down.

X = subject of independent variable that has certain score

Intersep Coefficient (a) and slop (b) as follows:

$$a = \bar{Y} - b \bar{X}$$

$$b = \frac{\sum xy}{\sum x^2}$$

2) Test of Regression Significant (F)

F Test is used to see whether independent variable jointly has significant influence to dependent variable. This correlation significance test can use the formula:

$$F = \frac{JK_{reg} / dk_{reg}}{JK_{res} / dk_{res}} = \frac{RK_{reg}}{RK_{res}} \text{ }^{38}$$

3) Coefficient of Determination

After knowing correlation coefficient, then calculate coefficient of determination. Determination Coefficient is the level of contribution of independent variable to dependent variable. Determination Coefficient (R^2) is quadrate from correlation coefficient that related to independent variable (X) and dependent variable

³⁸ Ibnu Hadjar, *Dasar-dasar Statistik Untuk Ilmu Pendidikan, Sosial dan Humaniora*, (Semarang: PT Pustaka Rizki Putra, 2017), p. 198

(Y). While the formula of determination coefficient (R^2) is:

$$KP = R^2 = (KK)^2 \times 100\%$$

$$KP = R^2 = r^2 \times 100\%$$

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (N \sum Y)^2\}}}$$

d. Further Analysis

This analysis is used to make further interpretation which is to determine the degree of significance. This analysis is done to take the conclusion of emotional intelligence on students' writing achievement of recount text at Tenth Grader of MAN Kendal.

After getting the result of F_{reg} doing the hypothesis test by comparing regression score with the score of F_{table} on table value, then showing two possibility hypotheses:

- 1) If the result of $F_{reg} > F_{table}$, so the hypothesis is accepted or significant.
- 2) If the result of $F_{reg} > F_{table}$, so the hypothesis is rejected or there is no significant.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about research findings and data analysis.

A. Research Findings

In this chapter, after the writer has observed and collected some data, the writer did analysis which refers to statistical data analysis to find out the influence of students' emotional intelligence on their writing achievement of recount text. The analysis is as following:

1. To explain students' emotional intelligence at Tenth Grader of MAN Kendal in the academic year of 2018/2019.
2. To explain students' writing achievement of recount text at Tenth Grader of MAN Kendal in the academic year of 2018/2019.
3. To find out the influence of students' emotional intelligence on their writing achievement at Tenth Grader of MAN Kendal in the academic year of 2018/2019.

Before analyzing some data, the writer described about Profile of MAN Kendal.

1. History of MAN Kendal

The establishment of Madrasah Aliyah Negeri Kendal was established with the publication of the decree of the

Minister (K.H. Moch. Dahlan) No. 14 year 1968 dated 4 1969 on the appointment of the founding committee of Iain Al-Jami'ah Preparatory School in Kendal chaired by Abdul Chamid, a secretary K. Achmad Slamet with the protective arrangement of Muspida Kabupaten Kendal. Followed by the decree of the Minister of Religious Affairs No 153 year 1969, about changes in the status of preparatory school IAIN Kendal becomes the state preparatory school IAIN al-Djami'ah under the construction of IAIN Sunan Kalijogo Yogyakarta.

Through the Minister of Religious decree (H. A. Mukti Ali) No. 38 year 1974 dated May 21, 1974, the construction of state preparatory school IAIN al-Djami'ah Kendal diverted from IAIN Sunan Kalijaga Yogyakarta to IAIN Walisongo Semarang. Since March 16, 1978 SPN IAIN al-Djami'ah changed its function to become Madrasah Aliyah Negeri Kendal which was strengthened by the decline of the Minister of Religious decree (H. A. Mukti Ali) No. 17 year 1978 on the organizational structure and governance of Madrasah Aliyah Negeri.

2. Profile of MAN Kendal

Madrasah Name : Madrasah Aliyah Negeri
Kendal
NSS/NDS : 311332415222
Establishment Decree : Number 14 Year 1968

Accreditation : 2013 A (Excellent)
Address :Islamic Center Complex, Jl.
Soekarno Hatta, Desa Bugangin,
Kec. Kota Kendal, Kab. Kendal
Jawa Tengah 51314, Telp. (0294)
381266 Fax. (0294) 382070
E-mail : mankendal@gmail.com
Website : www.mankendal.sch.id
Operational Permission : 16 March 1978

3. Vision and Mission

1) Vision

“High Quality Islam, Science and Technology based
on the Life Skill”

2) Mission

1. Growing and developing the culture of morality or ‘akhlak karimah’ and exemplary morals in every activity in the school environment.
2. Implementing the effective and professional learning that growing and developing students through mastery of Islam, science and technology.
3. Implementing the boarding school and full day school with effective guidance programs so that students developed optimally in accordance with their potential.

4. Carrying out extracurricular learning effectively according to talents and interests so that every student has an advantage in various religious, arts, sports, science, and technology competitions.
5. Equipping students with growing and developing mastery of skills in accordance with professionalism based on partnership and entrepreneurship.

B. Data Analysis

1. General Analysis

After conducting this research, the researcher got the data result of this field research about emotional intelligence on students' writing achievement of recount text. By using questionnaire that were given to students as respondents that amount 45 and also writing test about recount text to them.

a. Data Result of Emotional Intelligence

These data was obtained from questionnaire that has given to students of tenth grader by calculating the answer score of respondent questionnaire. For the more details can be seen in the table as follows:

Table 4.1
Score of Emotional Intelligence

No	Respondent	Score	No	Respondent	Score
1	R-1	91	51	R-51	93
2	R-2	103	52	R-52	91
3	R-3	98	53	R-53	75
4	R-4	96	54	R-54	93
5	R-5	104	55	R-55	84
6	R-6	83	56	R-56	89
7	R-7	102	57	R-57	87
8	R-8	98	58	R-58	78
9	R-9	101	59	R-59	98
10	R-10	108	60	R-60	83
11	R-11	108	61	R-61	94
12	R-12	105	62	R-62	85
13	R-13	90	63	R-63	88
14	R-14	102	64	R-64	78
15	R-15	84	65	R-65	91
16	R-16	69	66	R-66	103
17	R-17	102	67	R-67	98
18	R18	109	68	R-68	96
19	R-19	95	69	R-69	104
20	R-20	95	70	R-70	83
21	R-21	89	71	R-71	102
22	R-22	85	72	R-72	98
23	R-23	95	73	R-73	101

24	R-24	96	74	R-74	108
25	R-25	95	75	R-75	108
26	R-26	105	76	R-76	105
27	R-27	97	77	R-77	90
28	R-28	96	78	R-78	102
29	R-29	106	79	R-79	84
30	R-30	85	80	R-80	69
31	R-31	98	81	R-81	102
32	R-32	93	82	R-82	109
33	R-33	91	83	R-83	95
34	R-34	75	84	R-84	95
35	R-35	93	85	R-85	89
36	R-36	84	86	R-86	85
37	R-37	89	87	R-87	95
38	R-38	87	88	R-88	96
39	R-39	78	89	R-89	95
40	R-40	98	90	R-90	105
41	R-41	83	91	R-91	97
42	R-42	94	92	R-92	96
43	R-43	85	93	R-93	106
44	R-44	88	94	R-94	85
45	R-45	78	95	R-95	98
46	R-46	97	96	R-96	93
47	R-47	96	97	R-97	91

48	R-48	106	98	R-98	84
49	R-49	85	99	R-99	75
50	R-50	98	100	R-100	90
Total					9327

Based on the data table above that obtained from questionnaire of emotional intelligence, then looked for the highest score, the lowest score, and standard deviation, those can be explained as follows:

1) Looking for the highest score

The highest score that obtained from the result of questionnaire above is 109.

2) Looking for the lowest score

The lowest score that obtained from the result of questionnaire above is 69.

3) Looking for *mean*

This is the formula of *mean*:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{9327}{100} \\ &= 93,27\end{aligned}$$

4) Standard deviation

This is the formula of standard deviation:

$$SD = \sqrt{\frac{(\sum X^2)}{N-1}}$$

$$= \sqrt{\frac{8423,71}{99}}$$

$$= \sqrt{85,087} = 9,224$$

5) Making conversion score with standard five:

$$1. M + (1,5 SD) = 93,27 + (1,5 \cdot 9,224) = 93,27 + 13,83 = 107,10 \text{ rounded } 107$$

$$2. M + (0,5 SD) = 93,27 + (0,5 \cdot 9,224) = 93,27 + 4,62 = 97,89 \text{ rounded } 98$$

$$3. M - (0,5 SD) = 93,27 - (0,5 \cdot 9,224) = 93,27 - 4,62 = 88,65 \text{ rounded } 89$$

$$4. M - (1,5 SD) = 93,27 - (1,5 \cdot 9,224) = 93,27 - 13,83 = 79,44 \text{ rounded } 79$$

$$5. M - (1,5 SD) = 79,44 \text{ down} = 79 \text{ down}$$

From calculating those score of standard five were obtained interval data and qualification of students' emotional intelligence as follows:

Table 4.2
Quality Category Variable of Emotional Intelligence

Interval Score	Qualification	Frequency	Percentage
107 to the top	Excellent	12	12%
97 – 107	Very Good	28	28%

90 – 96	Enough	38	38%
80 – 89	Poor	18	18%
<80	Very Poor	4	4%
Total		100	100%

From the data above can be known that the *mean* score of emotional intelligence of students is 93,47 that rounded to be 93 that means being in the category “enough” on the interval 90 – 96.

b. Data Result of Writing Achievement of Recount Text

Table 4.3

Score of Writing Achievement

No	Respondent	Score	No	Respondent	Score
1	R-1	79	51	R-51	92
2	R-2	90	52	R-52	72
3	R-3	80	53	R-53	90
4	R-4	70	54	R-54	87
5	R-5	84	55	R-55	83
6	R-6	78	56	R-56	74
7	R-7	95	57	R-57	72
8	R-8	70	58	R-58	91
9	R-9	87	59	R-59	70
10	R-10	82	60	R-60	90
11	R-11	82	61	R-61	87

12	R-12	89	62	R-62	77
13	R-13	86	63	R-63	77
14	R-14	83	64	R-64	78
15	R-15	73	65	R-65	77
16	R-16	84	66	R-66	76
17	R-17	93	67	R-67	83
18	R18	94	68	R-68	85
19	R-19	76	69	R-69	69
20	R-20	77	70	R-70	75
21	R-21	74	71	R-71	71
22	R-22	62	72	R-72	73
23	R-23	86	73	R-73	76
24	R-24	83	74	R-74	71
25	R-25	77	75	R-75	90
26	R-26	90	76	R-76	78
27	R-27	80	77	R-77	81
28	R-28	85	78	R-78	86
29	R-29	96	79	R-79	64
30	R-30	77	80	R-80	74
31	R-31	75	81	R-81	78
32	R-32	72	82	R-82	93
33	R-33	69	83	R-83	87
34	R-34	70	84	R-84	92
35	R-35	74	85	R-85	88

36	R-36	77	86	R-86	78
37	R-37	78	87	R-87	75
38	R-38	68	88	R-88	79
39	R-39	66	89	R-89	81
40	R-40	74	90	R-90	71
41	R-41	71	91	R-91	85
42	R-42	80	92	R-92	81
43	R-43	77	93	R-93	73
44	R-44	86	94	R-94	78
45	R-45	79	95	R-95	65
46	R-46	84	96	R-96	77
47	R-47	89	97	R-97	76
48	R-48	78	98	R-98	90
49	R-49	97	99	R-99	83
50	R-50	79	100	R-100	66
Total					7976

Based on the data table above that obtained from students' writing achievement of recount text, then looked for the highest score, the lowest score, and standard deviation, that can be explained as follows:

1) Looking for the highest score

The highest score that obtained from the result of writing test is 97.

- 2) Looking for the lowest score

The lowest score that obtained from the result of writing test is 62.

- 3) Looking for *mean*

The formula of *mean* is:

$$\begin{aligned}\bar{Y} &= \frac{\sum Y}{N} \\ &= \frac{7976}{100} \\ &= 79,76\end{aligned}$$

- 4) Standard deviation

This is the formula of standard deviation:

$$\begin{aligned}SD &= \sqrt{\frac{(\sum Y^2)}{N-1}} \\ &= \sqrt{\frac{6158,2}{99}} \\ &= \sqrt{62,204} = 7,887\end{aligned}$$

- 5) Making score conversion with standard five:

1. $M + (1,5 \text{ SD}) = 79,76 + (1,5 \cdot 7,887) = 79,76 + 11,830 = 91,59$ rounded 92
2. $M + (0,5 \text{ SD}) = 79,76 + (0,5 \cdot 7,887) = 79,76 + 3,943 = 83,453$ rounded 83
3. $M - (0,5 \text{ SD}) = 79,76 - (0,5 \cdot 7,887) = 79,76 - 3,943 = 75,567$ rounded 76
4. $M - (1,5 \text{ SD}) = 79,76 - (1,5 \cdot 7,887) = 79,76 - 11,830 = 67,68$ rounded 68
5. $M - (1,5 \text{ SD}) = 67,68$ down = 68 down

Table 4.4
Quality Category Variable of Writing Test

Interval Score	Qualification	Frequency	Percentage
92 to the top	Excellent	9	9%
84 – 91	Very Good	27	27%
75 – 83	Enough	35	35%
68 – 74	Poor	23	23%
<68	Very Poor	6	6%
Total		100	100%

From the data above can be known that the *mean* score of students' writing achievement is 79,76 that rounded to be 80 that means being in the category "enough" on the interval 75 - 83.

2. Requirement Test Analysis

Requirement test that used in this research was normality test and linearity test. The aim of this using normality test was to know whether the data came from the normal population or no. The data that used in this normality test was Emotional Intelligence (X) and Students' Writing Achievement of Recount Text (Y).

a. Test of Normality

Test of normality is a kind of test that aimed to find out a normal or not normal variable. In this test the researcher used significance of *Kolmogorov-Smirnov Test*. And the criteria of the test is:

- 1) The significance number of *Kolmogorov-Smirnov Test* sig > 0,05 shows a normal distribution data.
- 2) The significance number of *Kolmogorov Smirnov Test* sig < 0,05 shows not normal distribution data.

Here is the test of normality that got from questionnaire:

Table 4.5
The Result of Normality Test SPSS

One-Sample Kolmogorov-Smirnov Test			
		Emotional Intelligence	Students' Writing Achievement
N		100	100
Normal Parameters ^a	Mean	93.27	79.76
	Std. Deviation	9,224	7,887
Most Extreme Differences	Absolute	.094	.096
	Positive	.065	.096
	Negative	-.094	-.055
Kolmogorov-Smirnov		.994	.955

Z		
Asymp. Sig. (2-tailed)	.335	.321
a. Test distribution is Normal		

Source: Data Primer that was processed 2019

From table 4.5 above can be seen that score of *Kolmogorov-Smirnov* of variable Emotional Intelligence sig 0,335 > 0,05, then can be concluded from variable Emotional Intelligence on Students' Writing Achievement of Recount Text that the distribution was normal.

b. Test of Linearity

Test of linearity is a kind of test to find out whether the distribution of data tested same with the distribution of linear. This test is aimed whether the data that we have in accordance with the linear or not. Then, the increasing or the decreasing of the quality of one variable will be followed linearity by increasing and decreasing of the quantity another variable.

The basic of taking decision on linearity test is as follows:

- 1) If sig. or significance on *Deviation From Linearity* sig. > 0,05 then the relationship between variable is linear.

2) If sig. or significance on *Deviation From Linearity* sig. < 0,05 then the relationship between variable is not linear.

Here is the result of linearity test about variable Emotional Intelligence that got from the questionnaire that has distributed to 100 respondents using SPSS 18:

Table 4.6
The Result of Linearity Test SPSS

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	1391.180	24	57.966	.917	.579
	Linearity	221.545	1	221.545	3.506	.065
	Deviation from Linearity	1169.635	23	50.845	.805	.715
Within Groups		4739.820	75	63.198		
Total		6131.000	99			

Source: Data Primer that was processed 2019

From ANOVA table 4.6 above can be seen that the score of *Deviation From Linearity* sig. is 0,715. It means that this score is bigger than 0,05 (0715 > 0,05). It can be concluded that the relationship between Emotional Intelligence and

Students' Writing Achievement of Recount Text was Linear.

3. Hypothesis Test Analysis

Hypothesis test is a decision taking whether the sample can be accepted to apply on the population where sample obtained. In this case, to prove the strange and the weak of influence and the hypothesis is accepted or no in this research, then will be proved by finding out the score of coefficient regression and the writer used the formula of simple linear regression, it was between variable emotional intelligence (X) and students' writing achievement of recount text (Y).

Based on the result of emotional intelligence questionnaire, there were some data that obtained, then those data analyzed and can be seen on the table below:

Table 4.7
Table of Coefficient Performance of The
Representation of Emotional Intelligence on Students'
Writing Achievement of Recount Text

No	X	Y	x	y	x ²	y ²	xy
1	91	79	-2.27	-0.76	5.152	0.577	1.725
2	103	90	9.73	10.24	94.67	104.8	99.635
3	98	80	4.73	0.24	22.37	0.057	1.135
4	96	70	2.73	-9.76	7.452	95.25	-26.644
5	104	84	10.73	4.24	115.13	17.97	45.495
6	83	78	-10.3	-1.76	105.47	3.097	18.075
7	102	95	8.73	15.24	76.21	232.2	133.04

8	98	70	4.73	-9.76	22.37	95.25	-46.164
9	101	87	7.73	7.24	59.75	52.41	55.965
10	108	82	14.73	2.24	216.97	5.017	32.995
11	108	82	14.73	2.24	216.97	5.017	32.995
12	105	89	11.73	9.24	137.59	85.37	108.38
13	90	86	-3.27	6.24	10.69	38.93	-20.404
14	102	83	8.73	3.24	76.21	10.49	28.285
15	84	73	-9.27	-6.76	85.93	45.69	62.665
16	69	84	-24.3	4.24	589.03	17.97	-102.90
17	102	93	8.73	13.24	76.21	175.3	115.585
18	109	94	15.73	14.24	247.43	202.7	223.995
19	95	76	1.73	-3.76	2.992	14.13	-6.504
20	95	77	1.73	-2.76	2.992	7.617	-4.774
21	89	74	-4.27	-5.76	18.23	33.17	24.59
22	85	62	-8.27	-17.8	68.39	315.4	146.87
23	95	86	1.73	6.24	2.99	38.93	10.795
24	96	83	2.73	3.24	7.45	10.49	8.845
25	95	77	1.73	-2.76	2.99	7.617	-4.774
26	105	90	11.73	10.24	137.59	104.8	120.11
27	97	80	3.73	0.24	13.91	0.057	0.895
28	96	85	2.73	5.24	7.452	27.45	14.305
29	106	96	12.73	16.24	162.05	263.7	206.735
30	85	77	-8.27	-2.76	68.39	7.617	22.825
31	98	75	4.73	-4.76	22.37	22.65	-22.514
32	93	72	-0.27	-7.76	0.072	60.21	2.095
33	91	69	-2.27	-10.8	5.15	115.7	24.425
34	75	70	-18.3	-9.76	333.79	95.25	178.31
35	93	74	-0.27	-5.76	0.0729	33.17	1.555
36	84	77	-9.27	-2.76	85.93	7.617	25.585
37	89	78	-4.27	-1.76	18.23	3.097	7.515
38	87	68	-6.27	-11.8	39.31	138.3	73.735
39	78	66	-15.3	-13.8	233.17	189.3	210.115
40	98	74	4.73	-5.76	22.37	33.17	-27.244
41	83	71	-10.3	-8.76	105.47	76.73	89.965

42	94	80	0.73	0.24	0.532	0.057	0.175
43	85	77	-8.27	-2.76	68.39	7.617	22.825
44	88	86	-5.27	6.24	27.77	38.93	-32.884
45	78	79	-15.3	-0.76	233.17	0.577	11.605
46	97	84	3.73	4.24	13.91	17.97	15.815
47	96	89	2.73	9.24	7.452	85.37	25.225
48	106	78	12.73	-1.76	162.05	3.097	-22.404
49	85	97	-8.27	17.24	68.39	297.2	-142.57
50	98	92	4.73	12.24	22.37	149.8	57.895
51	93	72	-0.27	-7.76	0.072	60.21	2.095
52	91	90	-2.27	10.24	5.152	104.8	-23.244
53	75	87	-18.3	7.24	333.79	52.41	-132.27
54	93	83	-0.27	3.24	0.072	10.49	-0.874
55	84	74	-9.27	-5.76	85.93	33.17	53.395
56	89	72	-4.27	-7.76	18.23	60.21	33.135
57	87	91	-6.27	11.24	39.31	126.3	-70.474
58	78	70	-15.3	-9.76	233.17	95.25	149.035
59	98	90	4.73	10.24	22.37	104.8	48.435
60	83	87	-10.3	7.24	105.47	52.41	-74.354
61	94	77	0.73	-2.76	0.532	7.617	-2.014
62	85	77	-8.27	-2.76	68.39	7.617	22.825
63	88	78	-5.27	-1.76	27.77	3.097	9.275
64	78	77	-15.3	-2.76	233.17	7.617	42.145
65	91	76	-2.27	-3.76	5.152	14.13	8.535
66	103	83	9.73	3.24	94.67	10.49	31.525
67	98	85	4.73	5.24	22.37	27.45	24.785
68	96	69	2.73	-10.8	7.452	115.7	-29.374
69	104	75	10.73	-4.76	115.13	22.65	-51.074
70	83	71	-10.3	-8.76	105.47	76.73	89.9652
71	102	73	8.73	-6.76	76.21	45.69	-59.014
72	98	76	4.73	-3.76	22.37	14.13	-17.784
73	101	71	7.73	-8.76	59.75	76.73	-67.714
74	108	90	14.73	10.24	216.97	104.8	150.835
75	108	78	14.73	-1.76	216.97	3.097	-25.924

76	105	81	11.73	1.24	137.59	1.537	14.545
77	90	86	-3.27	6.24	10.69	38.93	-20.404
78	102	64	8.73	-15.8	76.21	248.3	-137.58
79	84	74	-9.27	-5.76	85.93	33.17	53.395
80	69	78	-24.3	-1.76	589.03	3.097	42.715
81	102	93	8.73	13.24	76.21	175.3	115.585
82	109	87	15.73	7.24	247.43	52.41	113.885
83	95	92	1.73	12.24	2.992	149.8	21.175
84	95	88	1.73	8.24	2.992	67.89	14.255
85	89	78	-4.27	-1.76	18.23	3.097	7.515
86	85	75	-8.27	-4.76	68.39	22.65	39.365
87	95	79	1.73	-0.76	2.992	0.577	-1.314
88	96	81	2.73	1.24	7.452	1.537	3.385
99	95	71	1.73	-8.76	2.992	76.73	-15.154
90	105	85	11.73	5.24	137.59	27.45	61.465
91	97	81	3.73	1.24	13.91	1.537	4.625
92	96	73	2.73	-6.76	7.452	45.69	-18.454
93	106	78	12.73	-1.76	162.05	3.09	-22.404
94	85	65	-8.27	-14.8	68.39	217.8	122.065
95	98	77	4.73	-2.76	22.37	7.617	-13.054
96	93	76	-0.27	-3.76	0.072	14.13	1.0152
97	91	90	-2.27	10.24	5.152	104.8	-23.244
98	84	83	-9.27	3.24	85.93	10.49	-30.034
99	75	66	-18.3	-13.8	333.79	189.3	251.395
100	90	85	-3.27	5.24	10.69	27.45	-17.134
Tot	9327	7976	0	0	8423.71	6158.24	2482.48

Based on the table above, can be known:

N : 100

$\sum X$: 9327

$$\Sigma Y : 7976$$

$$\Sigma x^2 : 8423,71$$

$$\Sigma y^2 : 6158,24$$

$$\Sigma xy : 2482,48$$

Here are the steps to carry out the hypothesis test:

- a. Looking for Linear Regression Similarity

$$\hat{Y} = a + bX$$

Where:

$$b = \frac{\Sigma xy}{\Sigma x^2}$$

$$b = \frac{2482,48}{8423,71}$$

$$= 0,295$$

$$a = \bar{Y} - b \bar{X}$$

$$= 79,76 - (0,295) 93,27$$

$$= 79,76 - 27,48$$

$$= 52,27$$

$$\hat{Y} = a + bX$$

$$= 52,27 + 0,295X$$

- b. Test of Significance (F)

Here is the formula to calculate F:

$$F = \frac{RK_{reg}}{RK_{res}}$$

The steps are as follow:

1. Looking for the total of square regression

$$\begin{aligned} JK_{\text{reg}} &= \frac{(\sum xy)^2}{\sum x^2} \\ &= \frac{(2482.48)^2}{8423,71} \\ &= 731,591 \end{aligned}$$

2. Calculating the degree freedom of regression

= total of independent variable (k) = 1

$$Dk_{\text{reg}} = k = 1$$

3. Looking for *mean* of square regression

$$\begin{aligned} RK_{\text{reg}} &= \frac{JK_{\text{reg}}}{dk_{\text{reg}}} \\ &= \frac{731,591}{1} \\ &= 731,591 \end{aligned}$$

4. Looking for the total of square residue

$$\begin{aligned} JK_{\text{res}} &= \sum y^2 - JK_{\text{reg}} \\ &= 6158,24 - 731,591 \\ &= 5426,649 \end{aligned}$$

5. Calculating *mean* of free residue

$$\begin{aligned} dk_{\text{res}} &= N - K - 1 \\ &= 100 - 1 - 1 \\ &= 98 \end{aligned}$$

6. Calculating *mean* of square residue

$$\begin{aligned} RK_{\text{res}} &= \frac{JK_{\text{res}}}{dk_{\text{res}}} \\ &= \frac{5426,649}{98} \\ &= 55,374 \end{aligned}$$

7. Calculating *mean* of total square

$$\begin{aligned} RK_{tot} &= \frac{JK_{tot}}{dk_{tot}} \\ &= \frac{6158,24}{99} \\ &= 62,204 \end{aligned}$$

8. Test of Significance with formula

$$\begin{aligned} F &= \frac{RK_{reg}}{RK_{res}} \\ &= \frac{731,59}{55,374} \\ &= 13,212 \end{aligned}$$

Based on the price of F_{table} can be known that level of significance 5% = 3,94. Then the price of $F_{hitung} = 13,212$ asserted significance because of $F_{hitung} > F_{table}$.

Table 4.8

Table of Variance Analysis of Simple

Linear Regression

$$\hat{Y} = 52,27 + 0,295X$$

Source of Variance	db	JK	RK	F_{reg}	F_{table}	Conclusion
					5%	
Regression	1	731,591	731,591	13,212	4,06	Significant
Residue	98	5426,649	55,374			
Total	99	6158,24				

c. Contribution of X to Y

The formula to find out the value of coefficient determination (R^2) variable X toward variable Y is:

$$KP = R^2 = (KK)^2 \times 100\%$$

$$KP = R^2 = r^2 \times 100\%$$

$$\begin{aligned} r &= \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{100(746404) - (9327)(7976)}{\sqrt{\{100 \cdot 878353 - (9327)^2\} \{100 \cdot 642324 - (7976)^2\}}} \\ &= \frac{74640400 - 74392152}{\sqrt{(87835300 - 86992929)(64232400 - 63616576)}} \\ &= \frac{248248}{\sqrt{(842371)(615824)}} \\ &= \frac{248248}{720244,59644206} \end{aligned}$$

$$r = 0,3446$$

$$r^2 = 0,119$$

$$R^2 = r^2 \times 100\%$$

$$= 0,119 \times 100\%$$

$$= 11,9 \text{ rounded to be } 11,9\%$$

In this case means emotional intelligence has contribution in the amount of 11,9% on students' writing achievement of recount text. Or it can be said that a determining variable between variable X and variable Y in the amount of 11,9%, while the rest in the amount of

88,1% is free variable that not be researched by the researcher.

C. Discussion of The Research Result

Based on the research result that writer has analyzed about emotional intelligence, it can be concluded that the result is in the category “enough”. It can be seen in the calculating data of emotional intelligence that the *mean* is 93,27 that located in interval 90 – 96. While the *mean* of students’ writing achievement of recount text is 79,76 that located in interval 75 – 83. This result is in the category “enough”.

To find out the significance of emotional intelligence on students’ writing achievement of recount text is by comparing the price of F_{reg} and F_{table} . If $F_{reg} < F_{table}$ so H_0 is not accepted (not significant), but if $F_{reg} > F_{table}$ so H_0 is accepted (significant). Then, based on the data obtained F_{reg} in the amount 13,212 with significance level 5% is 3,94. It means that $F_{reg} = 13,212 > F_{table} = 3,94$. It can be concluded that variable of emotional intelligence has positive influence and significant on students’ writing achievement of recount text.

Based on the analysis above, the determined variable between variable X and variable Y is in the amount 11,9%, and the rest of it is in the amount 88,1% that not be studeied by the researcher.

From the result of this analysis can be concluded that emotional intelligence has positive and significant influence on students' writing achievement of recount text at Tenth Grader of MAN Kendal in the academic year of 2018/2019.

D. The Limitation of Study

In this study, the writer has done the research well. But the writer realizes that this study is not perfect. There are some mistakes and weakness that may be influenced to this study. However this limitation is not without deliberateness, but because the writer also has some weakness in doing this research. These are the limitations:

1) The Limitation of Place

This study was conducted only in one school, it was MAN Kendal. The population was only part of students of Tenth Grader.

2) The Limitation of Time

The limitation time of this study is very limited. Because it has done before final test. Although the writer did it in short time, but the writer did it as maximum as possible.

3) The Limitation of Research Object

In this study the writer only researched the representative of emotional intelligence on students' writing achievement of recount text.

4) The Limitation of Ability

In this study, of course the knowledge of the writer is important. Such as the theory and the methodology that can influence this study. But the writer definitely has a limitation in knowledge. But the writer has solved it well.

CHAPTER V

Conclusion and Suggestion

This chapter discusses about conclusion, suggestion, and closing.

A. Conclusion

Based on the result of data analysis about “The Representation of Emotional Intelligence on Students’ Writing Achievement of Recount Text at Tenth Grader of MAN Kendal in the academic year of 2018/2019, and the appropriate research questions, then can be concluded as follows:

1. Students’ Emotional Intelligence at Tenth Grader of MAN Kendal in the academic year of 2018/2019 has *mean* in the amount 93,27. It shows that Students’ Emotional Intelligence at Tenth Grader of MAN Kendal in the academic year 2018/2019 is in the category “enough” that located in interval 90 – 96.
2. Students’ Writing Achievement of Recount Text at Tenth Grader of MAN Kendal in the academic year of 2018/2019 has *mean* in the amount 79,76. It shows that Students’ Writing Achievement of Recount Text at Tenth Grader of MAN Kendal in the academic year 2018/2019 is in the category “enough” that located in interval 75 – 83.

3. Students' Emotional Intelligence has positive and significant influence on Students' Writing Achievement of Recount Text at Tenth Grader of MAN Kendal in the academic year of 2018/2019. This based on the data with significance level 5% dk quantifier 1 and dk denominator = $N-2 = 98$ obtained that F_{table} in the amount 3,94 while F_{reg} 13,212. If both compared = $F_{reg} 13,212 > F_{table} 3,94$.

B. Suggestion

Based on the study that has done, the writer gives some suggestion as follows:

1. For Students

In the writing learning students should be careful with the content and all components of writing. Students have to pay attention to teacher's explanation, because in writing needs much vocabularies that must be written by students. But it does not forget to the important thing that supports writing skills, it is emotional intelligence. Students must be creative to make a writing.

2. For Teachers

In the teaching learning teachers should be creative in delivering material. Because what students got, it depends on what teachers give the material. In this case teachers have to increase students' emotional intelligence by their own way as creative as possible.

3. For School

The result of this study is expected being opinion and consideration in increasing the learning teaching in the school.

C. Closing

Alhamdulillah, the writer prays to Allah that has given mercies and blessings until the writer can finish in arranging this thesis. Many thanks for all people that have helped the writing process of this thesis from beginning until finishing.

Finally, the writer realizes that this thesis is far from being perfect. So the writer hopes critics and advice are really expected for the perfection of the writer's future research. Hopefully this thesis will be useful for us.

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APPENDICES

Appendix 1

List Names of Respondents Trial Instrument

NO	NAME	CODE
1	Aghisni Nur Fariza	UC-1
2	Alvida Laily	UC-2
3	Aprilliya Arnes	UC-3
4	Bagas Ilham Nur Hafid	UC-4
5	Desa Pagita Sinach	UC-5
6	Dian Setiyani	UC-6
7	Erika Alifia Azzahra	UC-7
8	Fahmi Hanif Fadhlurrokhim	UC-8
9	Fatimah Mauludiyah	UC-9
10	Ismatuz Zahro	UC-10
11	Kurnia Hidayatur Rofiqoh	UC-11
12	Luluk Adriatul Khoiriyah	UC-12
13	Maulana Adha	UC-13
14	Muhammad Ricki Farchani	UC-14
15	Muhammad Iqbal Latif	UC-15
16	Novita Tri Rahma	UC-16
17	Nurul Hikmah	UC-17
18	RismaWidiaNur	UC-18
19	Zadat Niemi	UC-19
20	Zulfa Nawavila	UC-20

Appendix 2

Table Sample of Isaac & Michael

N	s			N	s			N	s		
	1%	5%	10%		1%	5%	10%		1%	5%	10%
10	10	10	10	280	197	155	138	2800	537	310	247
15	15	14	14	290	202	158	140	3000	543	312	248
20	19	19	19	300	207	161	143	3500	558	317	251
25	24	23	23	320	216	167	147	4000	569	320	254
30	29	28	27	340	225	172	151	4500	578	323	255
35	33	32	31	360	234	177	155	5000	586	326	257
40	38	36	35	380	242	182	158	6000	598	329	259
45	42	40	39	400	250	186	162	7000	606	332	261
50	47	44	42	420	257	191	165	8000	613	334	263
55	51	48	46	440	265	195	168	9000	618	335	263
60	55	51	49	460	272	198	171	10000	622	336	263
65	59	55	53	480	279	202	173	15000	635	340	266
70	63	58	56	500	285	205	176	20000	642	342	267
75	67	62	59	550	301	213	182	30000	649	344	268
80	71	65	62	600	315	221	187	40000	663	348	270
85	75	68	65	650	329	227	191	50000	663	348	270
90	79	72	68	700	341	233	195	75000	663	348	270
95	83	75	71	750	352	238	199	100000	663	348	270
100	87	78	73	800	363	243	202	150000	663	348	270
110	94	84	78	850	373	247	205	200000	663	348	270
120	102	89	83	900	382	251	208	250000	663	348	270
130	109	95	88	950	391	255	211	300000	663	348	270
140	116	100	92	1000	399	258	213	350000	663	348	270
150	122	105	97	1100	414	265	217	400000	663	348	270
160	129	110	101	1200	427	270	221	450000	663	348	270
170	135	114	105	1300	440	275	224	500000	663	348	270
180	142	119	108	1400	450	279	227	550000	663	348	270
190	148	123	112	1500	460	283	229	600000	663	348	270
200	154	127	115	1600	469	286	232	650000	663	348	270
210	160	131	118	1700	477	289	234	700000	663	348	270
220	165	135	122	1800	485	292	235	750000	663	348	270
230	171	139	125	1900	492	294	237	800000	663	348	271
240	176	142	127	2000	498	297	238	850000	663	348	271
250	182	146	130	2200	510	301	241	900000	663	348	271
260	187	149	133	2400	520	304	243	950000	663	348	271
270	192	152	135	2600	529	307	245	1000000	663	348	271
								∞	664	349	272

List Names of Respondents Research

NO	NAME	CODE
1	A. Bahrul Ulum Wafa	R-1
2	Adila Bela Nagari	R-2
3	Alif Mazida Salsabila	R-3
4	Arfidah Yulianasari	R-4
5	Ayun Zalfi	R-5
6	Bambang Septyono	R-6
7	Dewi Arini	R-7
8	Dina Kurniawati	R-8
9	Firnanda Nurlita Niskia	R-9
10	Imeyla Taurisa	R-10
11	Istna Kafa Chaerunnisa	R-11
12	Laila Nur Fatihah	R-12
13	Luluk Nur Khotijah	R-13
14	M. Sidiq Abdul Rosyid	R-14
15	M. Arif Maulana Sidiq	R-15
16	Maulana Nur Muhammad	R-16
17	Muhammad Dwi Farkhan	R-17
18	Muhammad Abdul Wahab	R-18
19	Muhammad Iqbal Pangestu	R-19
20	Muhammad Shofullah	R-20
21	Nur Afifah	R-21
22	Nur Hidayah	R-22
23	Nurul Lailiah	R-23
24	Puji Lestari	R-24
25	Sahlunnaja Qawim Assalam	R-25
26	Afifatul Khoiriyah	R-26
27	Aininda Nur Baiti	R-27
28	Annas Setiya Jaya	R-28
29	Asa Ayyah Diyani Nur	R-29
30	Cindri Hanjani	R-30
31	Dewi Ayu Sagita	R-31
32	Eka Iffatul Millah	R-32
33	Fajria Rizki Aulia	R-33

34	Farichatul Maulidia	R-34
35	Ikrimah Dwi Noviyatasari	R-35
36	Kharis Matul	R-36
37	Latifah Alkhoiriyah	R-37
38	Luthfiana Dian Fadhliyah	R-38
39	M Naufal Bahrul Ulum	R-39
40	M Sultan Alamsyah Nabil Akbar	R-40
41	Muhammad Khaerul Kahfi	R-41
42	Nabila Kusuma Putri	R-42
43	Nikmatul Lailia	R-43
44	Nur Afiqoh	R-44
45	Siti Nur Halizah	R-45
46	Afidatunniswa	R-46
47	Akib Syaefullah	R-47
48	Ana Nikmatul Islamiah	R-48
49	Arina Hidayati	R-49
50	Arista Dewi Anggraini	R-50
51	Dani Ngesti Hidayat	R-51
52	Dini Kurniasari	R-52
53	Fanisa Halwa Nur Simaa	R-53
54	Fawwaz Firjatullah	R-54
55	Haliza Khoirunnisa	R-55
56	Kamilia Na'imah Syaikhoh	R-56
57	Lailatul Aliyah	R-57
58	Luqki Jamilatul Latifah	R-58
59	M. Irfan Ali Rahman	R-59
60	Mirza Anhari	R-60
61	Muhammad Amirudin	R-61
62	Nabil Yunus Mahardhika	R-62
63	Nabila Adinda Larasati	R-63
64	Nana Fatin Chamamah	R-64
65	Nur Afifah	R-65
66	Nuryah Hayati	R-66
67	Puput Setiyaningsih	R-67
68	Sholachul M.	R-68
69	Siti Nur Aziyah	R-69

70	Tri Widayanti	R-70
71	Wilda Fariha	R-71
72	Abna Fursa Al Syakara	R-72
73	Alfa Zahro Almaghfur	R-73
74	Ammar Zhorif Yaafi	R-74
75	Arini Sabila Anjani	R-75
76	Dina Malikatuz Zakiyah	R-76
77	Dwi Wahyuni	R-77
78	Erna Audina	R-78
79	Eva Nurlita Arbianti	R-79
80	Fathia Jannatul Ma'wa	R-80
81	Fihris Aulia Sa'adah	R-81
82	Hikmah Fatimatuzzahra	R-82
83	Husna Ainun Najwa	R-83
84	Istaknafa Ascetic Naya	R-84
85	Khaidar Daani Daffaa'	R-85
86	Lilla Adibatul Musta'anah	R-86
87	Muhammad Irvan Kholid	R-87
88	Muhammad Yusuf Isa	R-88
89	Nabilla Luthfyana Azhaar	R-89
90	Nadia Habibah	R-90
91	Nala Salsabiela Ulya Fitri	R-91
92	Rivki Nur Kholisa	R-92
93	Rosa Rahma Mukti	R-93
94	Saepul Milah Fatah	R-94
95	Shafa Tsary Kirana Putri	R-95
96	Silvia Nisa	R-96
97	Siti Rofiqoh	R-97
98	Syahidah Fitria Lulu' Aniqurrahman	R-98
99	Zakia Maulida	R-99
100	Zidna Ni'matal Izza	R-100

Appendix 3a

Questionnaire of Research

ANGKET

Nama :

Kelas :

Tanda Tangan :

Informasi tentang angket

1. Angket ini dibuat untuk menyelesaikan penelitian, sebagai salah satu syarat S1 Pendidikan Bahasa Inggris.
2. Informasi yang diperoleh dari angket ini adalah dasar untuk menganalisa kecerdasan emosional siswa.
3. Hasil dari angket ini tidak mempengaruhi nilai harian ataupun nilai ujian akhir siswa.
4. Jawaban dan identitas siswa akan kami jamin kerahasiaannya.

Petunjuk pengisian angket

1. Bacalah angket dengan seksama.
2. Pilihlah satu jawaban yang sesuai dengan keadaan anda dengan memberikan centang (√).

I. ANGGKET TINGKAT KECERDASAN EMOSIONAL SISWA

A. Mengenali Emosi Diri

1. Apakah anda menyadari kelemahan yang ada dalam diri anda?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
2. Apakah anda mengetahui penyebab ketika anda sedang merasa sedih?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
3. Apakah anda memikirkan terlebih dahulu akibat dari perbuatan yang anda lakukan?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
4. Apakah anda merasa kurang yakin terhadap kemampuan yang anda miliki?

- a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu
5. Apakah anda marah, ketika teman anda membuat anda kecewa?
- a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu

B. Mengelola Emosi diri

6. Ketika kesedihan datang menghampiri, apakah anda larut dalam kesedihan itu?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
7. Apakah anda melampiaskan kemarahan anda pada seseorang ketika anda marah?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang

- d. Jarang
 - e. Hampir tidak pernah
8. Apakah anda menerima kritikan orang lain dengan lapang dada?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
9. Jika ada seseorang yang melakukan kesalahan dan menyakiti hati anda, apakah anda akan memaafkannya?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
10. Apakah anda dapat mengendalikan diri ketika anda menghadapi kegagalan dalam pergaulan?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah

C. Memotivasi Diri

11. Apakah anda merasa sanggup meraih apa yang anda inginkan?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
12. Ketika anda mengalami sebuah kegagalan, apakah anda merasa dapat memotivasi diri sehingga anda dapat bangkit dari keterpurukan?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
13. Setelah mengetahui kekurangan diri sendiri, apakah anda akan berusaha menjadi orang yang lebih baik?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
14. Ketika teman mengalami depresi, apakah anda akan memotivasi dia untuk bangkit?

- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
15. Apakah anda merasa putus asa ketika anda menemui suatu kegagalan dalam hidup anda?
- a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu

D. Mengenali Emosi Orang Lain

16. Ketika berinteraksi dengan orang lain, apakah anda memahami perasaan yang sedang mereka rasakan?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
17. Ketika ada seorang teman yang sedang merasa bahagia, apakah anda ikut bahagia?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang

- d. Jarang
 - e. Hampir tidak pernah
18. Apakah anda ikut merasa sedih atas musibah yang dialami oleh teman?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
19. Apakah anda tidak memperdulikan perasaan yang dirasakan orang lain?
- a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu
20. Apakah anda mementingkan kepentingan diri sendiri diatas kepentingan orang lain?
- a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu

E. Membina Hubungan dengan Orang Lain

21. Apakah anda menyimpan masalah sendiri daripada menceritakannya dengan teman anda?
 - a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu
22. Apakah anda menerima orang lain tanpa membedakan status sosial dan kekayaannya?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
23. Apakah anda bersedia bekerjasama dengan orang lain?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
24. Apakah anda senang menjalani persahabatan dengan semua orang?
 - a. Selalu
 - b. Sering

- c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
25. Apabila ada teman yang mempunyai masalah, apakah anda akan membantu menyelesaikannya dengan memberi solusi terbaik?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah

Appendix 3b

The Lattice of Instrument of Emotional Intelligence

Basic Indicator from Daniel Goleman

Variable	Indicators	Number of Item Question		Total Question
		Positive	Negative	
Emotional Intelligence	1. Knowing one's emotion	1, 2, 3	4, 5	5
	2. Managing emotion	8, 9, 10	6, 7	5
	3. Motivating oneself	11, 12, 13, 14	15	5
	4. Recognizing emotion	16, 17, 18	19, 20	5
	5. Handling relationship	22, 23, 24, 25	21	5

Appendix 4a

The Calculation of Test of Instrument Validity

Code	Item					
	P1	P2	P3	P4	P5	P6
UC-1	4	4	4	3	3	3
UC-2	3	3	4	2	2	3
UC-3	3	3	3	5	5	3
UC-4	5	5	5	5	5	4
UC-5	4	4	4	2	2	3
UC-6	3	3	4	3	3	3
UC-7	4	4	5	3	3	4
UC-8	3	3	3	3	3	2
UC-9	4	4	3	3	3	2
UC-10	4	4	2	3	3	1
UC-11	3	3	2	3	3	2
UC-12	5	5	4	2	2	3
UC-13	3	3	2	3	3	3
UC-14	1	1	3	1	1	1
UC-15	4	4	5	5	5	2
UC-16	2	2	3	3	3	1
UC-17	3	3	4	4	4	2
UC-18	3	3	5	2	2	1
UC-19	4	4	2	3	3	3
UC-20	4	4	3	3	3	1
R Hitung	0.5118	0.511789	0.566643	0.642892	0.642892	0.60446
R Tabel	0,444	0,444	0,444	0,444	0,444	0,444

P7	P8	P9	P10	P11	P12	P13
5	5	5	5	3	4	5
2	4	4	4	3	5	4
4	3	5	5	5	4	5
2	5	5	4	4	5	5
1	4	5	5	3	4	5
3	4	3	4	4	3	5
3	4	3	5	2	4	4
1	5	4	3	3	4	4
2	3	3	3	3	3	4
2	3	4	3	4	5	4
1	4	3	2	1	3	4
2	5	5	4	3	3	4
2	4	4	3	3	3	3
1	4	4	1	4	3	5
2	5	5	3	5	4	5
3	5	2	3	3	4	4
2	4	3	3	3	5	5
2	5	4	3	2	4	4
3	4	2	3	3	3	3
2	2	3	3	1	3	2

0.468949 0.469958 0.445223 0.611072 0.472419 0.554302 0.491597
0,444 0,444 0,444 0,444 0,444 0,444 0,444

P14	P15	P16	P17	P18	P19	P20
5	5	5	5	5	5	5
5	4	4	4	5	3	3
2	5	3	5	3	4	5
5	3	5	5	5	5	5
2	2	2	3	3	4	3
5	3	5	3	4	5	5
3	5	4	4	5	5	4
5	4	2	5	5	3	4
3	3	2	3	3	2	4
3	4	3	4	4	3	4
3	3	2	3	5	1	4
3	3	2	5	4	3	5
3	1	4	4	4	2	4
3	3	4	2	3	5	2
5	5	3	5	4	4	4
4	2	3	5	3	5	3
5	3	3	5	3	4	5
4	1	3	5	3	3	4
5	3	3	4	4	2	3
1	2	1	3	3	2	2

0.591778 0.532671 0.536259 0.690875 0.510196 0.459495 0.749016
0, 444 0, 444 0, 444 0, 444 0, 444 0, 444 0, 444

P21	P22	P23	P24	P25
3	5	4	5	4
2	5	3	4	5
4	2	5	5	3
3	5	4	4	5
2	5	3	4	3
4	5	5	5	5
3	4	3	5	5
3	5	3	5	4
2	3	3	3	3
4	4	4	4	4
3	4	5	5	2
3	5	4	5	4
4	5	4	4	3
2	1	1	3	4
4	4	5	5	4
3	5	4	4	4
4	2	5	5	5
1	5	4	5	4
3	4	4	5	4
2	1	4	3	3

0.502819 0.468008 0.490999 0.614623 0.556624
0,444 0,444 0,444 0,444 0,444

Appendix 4b

The Validity Calculation of Item Question of Emotional Intelligence Questionnaire

The formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The criteria:

Item question is valid if $r_{xy} > r_{table}$ (0,444), then item of number 1 is **valid**.

Number question	Validity		Statement
	r_{hitung}	$r_{table} 5\%$	
1	0.511	0,444	Valid
2	0.511	0,444	Valid
3	0.566	0,444	Valid
4	0.642	0,444	Valid
5	0.642	0,444	Valid
6	0.604	0,444	Valid
7	0.468	0,444	Valid
8	0.469	0,444	Valid
9	0.445	0,444	Valid
10	0.611	0,444	Valid
11	0.472	0,444	Valid
12	0.554	0,444	Valid

13	0.491	0,444	Valid
14	0.591	0,444	Valid
15	0.532	0,444	Valid
16	0.536	0,444	Valid
17	0.690	0,444	Valid
18	0.510	0,444	Valid
19	0.459	0,444	Valid
20	0.749	0,444	Valid
21	0.502	0,444	Valid
22	0.468	0,444	Valid
23	0.490	0,444	Valid
24	0.614	0,444	Valid
25	0.556	0,444	Valid

The Calculation of Validity of Emotional Intelligence

No.	X	X ²	Y	Y ²	XY
1	5	25	105	11025	525
2	5	25	92	8464	460
3	3	9	97	9409	291
4	5	25	113	12769	565
5	3	9	83	6889	249
6	4	16	99	9801	396
7	5	25	96	9216	480
8	5	25	91	8281	455
9	3	9	76	5776	228
10	4	16	91	8281	364
11	5	25	78	6084	390
12	4	16	93	8649	372
13	4	16	83	6889	332
14	3	9	65	4225	195
15	4	16	106	11236	424
16	3	9	82	6724	246
17	3	9	95	9025	285
18	3	9	86	7396	258
19	4	16	87	7569	348
20	3	9	71	5041	213
Total	78	318	1789	162749	7076

$$N = 20$$

$$X^2 = 318$$

$$X = 78$$

$$Y^2 = 162749$$

$$Y = 1789$$

$$XY = 7076$$

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(20 \times 7076) - (78)(1789)}{\sqrt{\{20 \times 318 - (78)^2\} \{20 \times 162749 - (1789)^2\}}}$$

$$r_{xy} = \frac{(141520) - (139542)}{\sqrt{\{6360 - 6084\} \{3254980 - 320052\}}}$$

$$r_{xy} = \frac{1978}{\sqrt{(276)(54369)}}$$

$$r_{xy} = \frac{1978}{\sqrt{15005844}} = \frac{1978}{3.873,73} = 0,510618964$$

$$\text{Coefficient Correlation } (r_{\text{hitung}}) = 0,510$$

$$\text{Critical Score } (r_{\text{table}}) = 0,444$$

If $r_{\text{hitung}} > r_{\text{table}}$ so the item question above is **Valid**.

Appendix 5

The Calculation of Reliability Test of Emotional Intelligence

CODE	ITEM					
	P1	P2	P3	P4	P5	P6
UC-1	4	4	4	3	3	3
UC-2	3	3	4	2	2	3
UC-3	3	3	3	5	5	3
UC-4	5	5	5	5	5	4
UC-5	4	4	4	2	2	3
UC-6	3	3	4	3	3	3
UC-7	4	4	5	3	3	4
UC-8	3	3	3	3	3	2
UC-9	4	4	3	3	3	2
UC-10	4	4	2	3	3	1
UC-11	3	3	2	3	3	2
UC-12	5	5	4	2	2	3
UC-13	3	3	2	3	3	3
UC-15	1	1	3	1	1	1
UC-16	4	4	5	5	5	2
UC-17	2	2	3	3	3	1
UC-18	3	3	4	4	4	2
UC-19	3	3	5	2	2	1
UC-20	4	4	2	3	3	3
TOTAL	69	69	70	61	61	47
Variance	0.924	0.923	1.152	1.163	1.163	0.923

P7	P8	P9	P10	P11	P12	P13
5	5	5	5	3	4	5
2	4	4	4	3	5	4
4	3	5	5	5	4	5
2	5	5	4	4	5	5
1	4	5	5	3	4	5
3	4	3	4	4	3	5
3	4	3	5	2	4	4
1	5	4	3	3	4	4
2	3	3	3	3	3	4
2	3	4	3	4	5	4
1	4	3	2	1	3	4
2	5	5	4	3	3	4
2	4	4	3	3	3	3
1	4	4	1	4	3	5
2	5	5	3	5	4	5
3	5	2	3	3	4	4
2	4	3	3	3	5	5
2	5	4	3	2	4	4
3	4	2	3	3	3	3
45	82	76	69	62	76	84
1.093	0.508	1.029	1.152	0.953	0.584	0.45

P14	P15	P16	P17	P18	P19	P20
5	5	4	4	4	5	5
5	4	3	3	4	3	3
2	5	3	3	3	4	5
5	3	5	5	5	5	5
2	2	4	4	4	4	3
5	3	3	3	4	5	5
3	5	4	4	5	5	4
5	4	3	3	3	3	4
3	3	4	4	3	2	4
3	4	4	4	2	3	4
3	3	3	3	2	1	4
3	3	5	5	4	3	5
3	1	3	3	2	2	4
3	3	1	1	3	5	2
5	5	4	4	5	4	4
4	2	2	2	3	5	3
5	3	3	3	4	4	5
4	1	3	3	5	3	4
5	3	4	4	2	2	3
74	64	63	82	78	70	78
1.251	1.538	1.093	0.918	0.719	1.59	0.777

P21	P22	P23	P24	P25
3	5	4	5	4
2	5	3	4	5
4	2	5	5	3
3	5	4	4	5
2	5	3	4	3
4	5	5	5	5
3	4	3	5	5
3	5	3	5	4
2	3	3	3	3
4	4	4	4	4
3	4	5	5	2
3	5	4	5	4
4	5	4	4	3
2	1	1	3	4
4	4	5	5	4
3	5	4	4	4
4	2	5	5	5
1	5	4	5	4
3	4	4	5	4
59	79	77	88	78
0.777	1.543	1.029	0.485	0.7192

Appendix 6a

The Result Score of Emotional Intelligence

No	X	\bar{X}	$x = X - \bar{X}$	x^2
1	91	93.27	-2.27	5.152
2	103	93.27	9.73	94.67
3	98	93.27	4.73	22.37
4	96	93.27	2.73	7.452
5	104	93.27	10.73	115.13
6	83	93.27	-10.3	105.47
7	102	93.27	8.73	76.21
8	98	93.27	4.73	22.37
9	101	93.27	7.73	59.75
10	108	93.27	14.73	216.97
11	108	93.27	14.73	216.97
12	105	93.27	11.73	137.59
13	90	93.27	-3.27	10.69
14	102	93.27	8.73	76.21
15	84	93.27	-9.27	85.93
16	69	93.27	-24.3	589.03
17	102	93.27	8.73	76.21
18	109	93.27	15.73	247.43
19	95	93.27	1.73	2.992
20	95	93.27	1.73	2.992
21	89	93.27	-4.27	18.23
22	85	93.27	-8.27	68.39
23	95	93.27	1.73	2.99
24	96	93.27	2.73	7.45
25	95	93.27	1.73	2.99
26	105	93.27	11.73	137.59
27	97	93.27	3.73	13.91
28	96	93.27	2.73	7.452
29	106	93.27	12.73	162.05
30	85	93.27	-8.27	68.39

31	98	93.27	4.73	22.37
32	93	93.27	-0.27	0.072
33	91	93.27	-2.27	5.15
34	75	93.27	-18.3	333.79
35	93	93.27	-0.27	0.0729
36	84	93.27	-9.27	85.93
37	89	93.27	-4.27	18.23
38	87	93.27	-6.27	39.31
39	78	93.27	-15.3	233.17
40	98	93.27	4.73	22.37
41	83	93.27	-10.3	105.47
42	94	93.27	0.73	0.532
43	85	93.27	-8.27	68.39
44	88	93.27	-5.27	27.77
45	78	93.27	-15.3	233.17
46	97	93.27	3.73	13.91
47	96	93.27	2.73	7.452
48	106	93.27	12.73	162.05
49	85	93.27	-8.27	68.39
50	98	93.27	4.73	22.37
51	93	93.27	-0.27	0.072
52	91	93.27	-2.27	5.152
53	75	93.27	-18.3	333.79
54	93	93.27	-0.27	0.072
55	84	93.27	-9.27	85.93
56	89	93.27	-4.27	18.23
57	87	93.27	-6.27	39.31
58	78	93.27	-15.3	233.17
59	98	93.27	4.73	22.37
60	83	93.27	-10.3	105.47
61	94	93.27	0.73	0.532
62	85	93.27	-8.27	68.39
63	88	93.27	-5.27	27.77
64	78	93.27	-15.3	233.17

65	91	93.27	-2.27	5.152
66	103	93.27	9.73	94.67
67	98	93.27	4.73	22.37
68	96	93.27	2.73	7.452
69	104	93.27	10.73	115.13
70	83	93.27	-10.3	105.47
71	102	93.27	8.73	76.21
72	98	93.27	4.73	22.37
73	101	93.27	7.73	59.75
74	108	93.27	14.73	216.97
75	108	93.27	14.73	216.97
76	105	93.27	11.73	137.59
77	90	93.27	-3.27	10.69
78	102	93.27	8.73	76.21
79	84	93.27	-9.27	85.93
80	69	93.27	-24.3	589.03
81	102	93.27	8.73	76.21
82	109	93.27	15.73	247.43
83	95	93.27	1.73	2.992
84	95	93.27	1.73	2.992
85	89	93.27	-4.27	18.23
86	85	93.27	-8.27	68.39
87	95	93.27	1.73	2.992
88	96	93.27	2.73	7.452
99	95	93.27	1.73	2.992
90	105	93.27	11.73	137.59
91	97	93.27	3.73	13.91
92	96	93.27	2.73	7.452
93	106	93.27	12.73	162.05
94	85	93.27	-8.27	68.39
95	98	93.27	4.73	22.37
96	93	93.27	-0.27	0.072
97	91	93.27	-2.27	5.152
98	84	93.27	-9.27	85.93

99	75	93.27	-18.3	333.79
100	90	93.27	-3.27	10.69
Total	9327	9327	0	8423.71

Appendix 6b

The Result Score of Writing Achievement

No.	Y	\bar{Y}	$y = Y - \bar{Y}$	y^2
1	79	79.76	-0.76	0.577
2	90	79.76	10.24	104.8
3	80	79.76	0.24	0.057
4	70	79.76	-9.76	95.25
5	84	79.76	4.24	17.97
6	78	79.76	-1.76	3.097
7	95	79.76	15.24	232.2
8	70	79.76	-9.76	95.25
9	87	79.76	7.24	52.41
10	82	79.76	2.24	5.017
11	82	79.76	2.24	5.017
12	89	79.76	9.24	85.37
13	86	79.76	6.24	38.93
14	83	79.76	3.24	10.49
15	73	79.76	-6.76	45.69
16	84	79.76	4.24	17.97
17	93	79.76	13.24	175.3
18	94	79.76	14.24	202.7
19	76	79.76	-3.76	14.13
20	77	79.76	-2.76	7.617
21	74	79.76	-5.76	33.17
22	62	79.76	-17.8	315.4
23	86	79.76	6.24	38.93
24	83	79.76	3.24	10.49
25	77	79.76	-2.76	7.617
26	90	79.76	10.24	104.8
27	80	79.76	0.24	0.057
28	85	79.76	5.24	27.45
29	96	79.76	16.24	263.7
30	77	79.76	-2.76	7.617
31	75	79.76	-4.76	22.65

32	72	79.76	-7.76	60.21
33	69	79.76	-10.8	115.7
34	70	79.76	-9.76	95.25
35	74	79.76	-5.76	33.17
36	77	79.76	-2.76	7.617
37	78	79.76	-1.76	3.097
38	68	79.76	-11.8	138.3
39	66	79.76	-13.8	189.3
40	74	79.76	-5.76	33.17
41	71	79.76	-8.76	76.73
42	80	79.76	0.24	0.057
43	77	79.76	-2.76	7.617
44	86	79.76	6.24	38.93
45	79	79.76	-0.76	0.577
46	84	79.76	4.24	17.97
47	89	79.76	9.24	85.37
48	78	79.76	-1.76	3.097
49	97	79.76	17.24	297.2
50	92	79.76	12.24	149.8
51	72	79.76	-7.76	60.21
52	90	79.76	10.24	104.8
53	87	79.76	7.24	52.41
54	83	79.76	3.24	10.49
55	74	79.76	-5.76	33.17
56	72	79.76	-7.76	60.21
57	91	79.76	11.24	126.3
58	70	79.76	-9.76	95.25
59	90	79.76	10.24	104.8
60	87	79.76	7.24	52.41
61	77	79.76	-2.76	7.617
62	77	79.76	-2.76	7.617
63	78	79.76	-1.76	3.097
64	77	79.76	-2.76	7.617
65	76	79.76	-3.76	14.13

66	83	79.76	3.24	10.49
67	85	79.76	5.24	27.45
68	69	79.76	-10.8	115.7
69	75	79.76	-4.76	22.65
70	71	79.76	-8.76	76.73
71	73	79.76	-6.76	45.69
72	76	79.76	-3.76	14.13
73	71	79.76	-8.76	76.73
74	90	79.76	10.24	104.8
75	78	79.76	-1.76	3.097
76	81	79.76	1.24	1.537
77	86	79.76	6.24	38.93
78	64	79.76	-15.8	248.3
79	74	79.76	-5.76	33.17
80	78	79.76	-1.76	3.097
81	93	79.76	13.24	175.3
82	87	79.76	7.24	52.41
83	92	79.76	12.24	149.8
84	88	79.76	8.24	67.89
85	78	79.76	-1.76	3.097
86	75	79.76	-4.76	22.65
87	79	79.76	-0.76	0.577
88	81	79.76	1.24	1.537
99	71	79.76	-8.76	76.73
90	85	79.76	5.24	27.45
91	81	79.76	1.24	1.537
92	73	79.76	-6.76	45.69
93	78	79.76	-1.76	3.09
94	65	79.76	-14.8	217.8
95	77	79.76	-2.76	7.617
96	76	79.76	-3.76	14.13
97	90	79.76	10.24	104.8
98	83	79.76	3.24	10.49
99	66	79.76	-13.8	189.3

100	85	79.76	5.24	27.45
Total	7976	7976	0	6158.24

Appendix 7a

Students' Writing Sheet

Create a Recount Text based on the generic structure below! The text at least consist of 100 words. You can decide what story you will write down (such as experience, holiday, etc).

Name :

No :

Class :

Title	
Orientation	

Events	
Re-orientation	

Appendix 8

Students' Result

ANGKET

Nama : A Sahur ulum wafa m

Kelas : X MIPA 1

Tanda Tangan : 

Informasi tentang angket

1. Angket ini dibuat untuk menyelesaikan penelitian, sebagai salah satu syarat S1 Pendidikan Bahasa Inggris.
2. Informasi yang diperoleh dari angket ini adalah dasar untuk menganalisa kecerdasan emosional siswa.
3. Hasil dari angket ini tidak mempengaruhi nilai harian ataupun nilai ujian akhir siswa.
4. Jawaban dan identitas siswa akan kami jamin kerahasiaannya.

Petunjuk pengisian angket

1. Bacalah angket dengan seksama
2. Pilihlah satu jawaban yang sesuai dengan keadaan anda dengan memberikan centang (√).

I. ANGGKET TINGKAT KECERDASAN EMOSIONAL SISWA

A. Mengenali Emosi Diri

1. Apakah anda menyadari kelemahan yang ada dalam diri anda?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
2. Apakah anda mengetahui penyebab ketika anda sedang merasa sedih?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
3. Apakah anda memikirkan terlebih dahulu akibat dari perbuatan yang anda lakukan?
 - a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
4. Apakah anda merasa kurang yakin terhadap kemampuan yang anda miliki?
 - a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu
5. Apakah anda marah, ketika teman anda membuat anda kecewa?
 - a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu

B. Mengelola Emosi diri

6. Ketika kesedihan datang menghampiri, apakah anda larut dalam kesedihan itu?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
7. Apakah anda melampiaskan kemarahan anda pada seseorang ketika anda marah?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
8. Apakah anda menerima kritikan orang lain dengan lapang dada?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
9. Jika ada seseorang yang melakukan kesalahan dan menyakiti hati anda, apakah anda akan memaafkannya?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
10. Apakah anda dapat mengendalikan diri ketika anda menghadapi kegagalan dalam pergaulan?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah

C. Memotivasi Diri

11. Apakah anda merasa sanggup meraih apa yang anda inginkan?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
12. Ketika anda mengalami sebuah kegagalan, apakah anda merasa dapat memotivasi diri sehingga anda dapat bangkit dari keterpurukan?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
13. Setelah mengetahui kekurangan diri sendiri, apakah anda akan berusaha menjadi orang yang lebih baik?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
14. Ketika teman mengalami depresi, apakah anda akan memotivasi dia untuk bangkit?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
15. Apakah anda merasa putus asa ketika anda menemui suatu kegagalan dalam hidup anda?
- a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering

e. Selalu

D. Mengenali Emosi Orang Lain

16. Ketika berinteraksi dengan orang lain, apakah anda memahami perasaan yang sedang mereka rasakan?
- a. Selalu
 - Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
17. Ketika ada seorang teman yang sedang merasa bahagia, apakah anda ikut bahagia?
- a. Selalu
 - Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
18. Apakah anda ikut merasa sedih atas musibah yang dialami oleh teman?
- a. Selalu
 - Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
19. Apakah anda tidak memperdulikan perasaan yang dirasakan orang lain?
- Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu
20. Apakah anda mementingkan kepentingan diri sendiri diatas kepentingan orang lain?
- Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu

E. Membina Hubungan dengan Orang Lain

21. Apakah anda menyimpan masalah sendiri daripada menceritakannya dengan teman anda?
- a. Hampir tidak pernah
 - b. Jarang
 - c. Kadang-kadang
 - d. Sering
 - e. Selalu
22. Apakah anda menerima orang lain tanpa membedakan status sosial dan kekayaannya?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
23. Apakah anda bersedia bekerjasama dengan orang lain?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
24. Apakah anda senang menjalani persahabatan dengan semua orang?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah
25. Apabila ada teman yang mempunyai masalah, apakah anda akan membantu menyelesaikannya dengan memberi solusi terbaik?
- a. Selalu
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Hampir tidak pernah

Students' Writing Sheet

Create a Recount Text based on the generic structure below! The text at least consist of 100 words. You can decide what story you will write down (such as experience, holiday, etc).

Name : A BAHUL ULUM WAFA M

No : 01

Class : X MIPA 1

Title	
Playing Basketball on holiday	
Orientation	<p>Once upon a time, I and my usual friends gathered at home. One of my friends, Nona Sidiq, that day coincided with my holiday and friends were very bored because there we just sat and talked. ^{times} talking about sports basketball and finally we were then ^{then} of trying basketball.</p>
Events	<p>and we went to the field to take all the equipment needed, and we started with warm-up activities even after our warm-up doing the exercises really seriously, we did various exercises such as layup, dribble and pivots.</p>
Re-orientation	<p>We really enjoy the practice and we also practice basketball regularly ever holiday.</p>

Content . 25

Organization . 16

Vocabulary . 14

Grammar . 20

Miscellaneous . 4

Students' Writing Sheet

Create a Recount Text based on the generic structure below! The text at least consist of 100 words. You can decide what story you will write down (such as experience, holiday, etc).

Name : ADILA BELLA NAGARY
 No : (02)
 Class : XI IPA I

Title	
My Holiday with My Family at Pangandaran Beach	
Orientation	Last month was new year holiday. I and my family went to pangandaran beach for a vacation. We took a tourism bus to go there. We left at 07.00 o'clock in the morning. The trip took about four hours and we arrived at around 11.00 a.m.
Events	As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. We also didn't miss our opportunity here taking some pictures with the background of scenic pangandaran beach.
Re-orientation	Before we went home, I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home at about 05.00 pm. It was a memorable experience for me with my family.

A 28
 B 18
 C 20
 D 20
 E 4

20

Students' Writing Sheet

Create a Recount Text based on the generic structure below! The text at least consist of 100 words. You can decide what story you will write down (such as experience, holiday, etc).

Name : Alf Mazida Salsabila

No : 03

Class : X MIPA I

Title	
Orientation	Two years ago, I ^{went} go to Kudus with my friends and My father, I ^{joined} joined compition ^{di} di Djarum Kudus Badminton club the place is very Beautiful.
Events	I joined compition because To become a better athlete and to be Badminton player world. there I am live Hotel in Demak. I am and my friends joined some steps.
Re-orientation	I ^{was} am very happy, because I ^{can} can see some friends

- A 20
- b 15
- c 18
- B 23
- E 4

- 70

Students' Writing Sheet

Create a Recount Text based on the generic structure below! The text at least consist of 100 words. You can decide what story you will write down (such as experience, holiday, etc).

Name : Dina Kurniawati

No : 09

Class : X MIPA 1

Title	
HOLIDAY	
Orientation	Last holiday I went to Uncle's House. I went to uncle's house with my family. We went use motorcycle. My uncle's house is in Jepara.
Events	We leave at 9 in the morning. On the way, we stopped to rest. After arrive, we immediately met uncle, aunt, and cousin.
Re-orientation	They are very happy we came. There we talked about many things. I'am happy to be able to meet them there.

A 20
B 16
C 18
D 4
E 2
70

Students' Writing Sheet

Create a Recount Text based on the generic structure below! The text at least consist of 100 words. You can decide what story you will write down (such as experience, holiday, etc).

Name : Firnanda Nurlita Nickia

No : (1)

Class : X - MIPA 1

Title	
LAST HOLIDAY	
Orientation	The last holiday, I go to Gedong Songo with my family. This area is fairly cool, not bad for recreational places for city people like Semarang. I left for Bandungan at around seven in the morning. The trip is more or less if taken casually for two hours.
Events	The road to Gedong Songo, is quite good, not too narrow. Many places to stay are offered here. When we arrived at Gedong Songo, we ordered a ticket, the ticket was cheap. Enough of IDR 10.000 (person and an IDR 75.000 for tourist. Because it's still in the dry season, the grass around this location is dry. Here is also offered horse riding tours for those of you who do not want to walk far to surround this temple, yes in
Re-orientation	After that my family and I went to the restaurant near the Gedong Songo temple to eat, after finishing eating I and my family went home.

my opinion the location of each temple is rather far apart.

A 27
B 18
C 20
D 17
E 5

Appendix 9

Research Documentation



Students filled the Trial Questionnaire



Students filled the Questionnaire and did the Writing Test

Appendix 10



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B.377/Un-10-3/J4/PP-00-9/01/2019
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

16 Januari 2019

Yth:

1. Dr. Hj. Siti Mariam, M. Pd.
2. Nadiyah Ma'mun, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Chusnul Nur Alfiyanti
NIM : 1503046033
Judul : *THE REPRESENTATION OF EMOTIONAL INTELLIGENCE IN STUDENTS' WRITING ACHIEVEMENT OF RECOUNT TEXT (A CORRELATION STUDY ON CLASS X OF MAN KENDAL IN THE ACADEMIC YEAR OF 2018/2019)*

Dan menunjuk saudara

1. Dr. Hj. Siti Mariam, M. Pd. sebagai pembimbing I
2. Nadiyah Ma'mun, M Pd sebagai pembimbing II

Demi'taan penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Ketua Jurusan Pendidikan Bahasa Inggris



Dr. H. Ichrom, M.Ag.
19650329 199403 1 002

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Ketua Jurusan Pendidikan Bahasa Inggris
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
5. Arsip

Appendix 11



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B.3531/Un.10.3/D1/TL.00/05/2019

10 Mei 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Chusnul Nur Alfiyanti

NIM : 1503046033

Yth.

Kepala MAN Kendal
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Chusnul Nur Alfiyanti

NIM : 1503046033

Alamat : Ds. Tempurejo Rt 06/02, Kec. Blora, Kab. Blora

Judul Skripsi : *"The Representation of Emotional Intelligence on Students' Writing Achievement of Recount Text"*

Pembimbing :

1. Dr. Hj. Siti Mariam, M.Pd.

2. Nadiyah Ma'mun, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai tanggal 13 Mei 2019 sampai dengan tanggal 20 Mei 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.



Tembusan

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 12



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KENDAL
MADRASAH ALIYAH NEGERI

Jalan. Raya Barat Kotak Pos 18 Telp. 0294-381266 / Fax. 0294-382070
email: maenkendal@gmail.com Komplek Islamic Centre

KENDAL 51314

SURAT KETERANGAN PENELITIAN

Nomor : 0522 /Ma.11.48/PP.00.10/05/2019

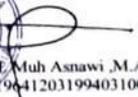
Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri Kendal, Provinsi Jawa Tengah menerangkan bahwa :

Nama : **CHUSNUL NUR ALFIYANTI**
NIM : 1503046033
Prodi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan
UIN WALISONGO SEMARANG
Alamat : Desa Tempurejo Rt 02 Rw 06 Kec. Blora Kab. Blora

yang bersangkutan telah mengadakan penelitian di Madrasah Aliyah Negeri Kendal Kabupaten Kendal pada tanggal 15 Mei 2019 sehubungan dengan penulisan Skripsi dengan judul:

**“THE REPRESENTATION OF EMOTIONAL INTELLIGENCE ON STUDENTS
WRITING ACHIEVEMENT OF RECOUNT TEXT.”**

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kendal, 16 Mei 2019
Kepala

Drs. H. Muh Asnawi, M.Ag.
NIP. 196412031994031004



Appendix 13

**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA**
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email: p44@walisongo.ac.id

شهادة

B-1190/Un.10.0/P3/PP.00.9/04/2018

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

CHUSNUL NUR ALFIYANTI : الطالبة

Blora, 30 November 1997 : تاريخ و محل الميلاد

1503046033 : رقم القيد

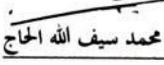
قد نُجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ٢٠ مارس ٢٠١٨

بتقدير: جيد جدا (٤٣٠)

وحررت لها الشهادة بناء على طلبها.

سمارانج، ٢ أبريل ٢٠١٨

مدير،


الدكتور محمد سيف الله الحاج



١٩٧٠٠٢٢١١٩٩٦٠٣١٠٠٣ : هاتف

ممتاز : ٥٠٠ - ٤٥٠
جيد جدا : ٤٤٩ - ٤٠٠
جيد : ٣٩٩ - ٣٥٠
مقبول : ٣٤٩ - ٣٠٠
راسب : ٢٩٩ وأدناها

220180617 : رقم الشهادة



Appendix 14

**MINISTRY OF RELIGIOUS AFFAIRS**
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax: (024) 7614453 Semarang 50185
email: pd6@walisongo.ac.id

Certificate
Nomor : B-0686/Un.10.0/PP3/PP.00.9/02/2018

This is to certify that
CHUSNUL NUR ALFIYANTI
Date of Birth: November 30, 1997
Student Reg. Number: 1503046033

the TOEFL Preparation Test

Conducted by
Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang
On February 14th, 2018
and achieved the following scores:

Listening Comprehension	: 43
Structure and Written Expression	: 47
Reading Comprehension	: 45
TOTAL SCORE	: 450

Semarang, February 27th, 2018


Dr. H. Muhammad Saifullah, M.Ag.
NIP. 19600721 199603 1 003

Certificate Number : 120180268
* TOEFL is registered trademark by Educational Testing Service.
This program or test is not approved or endorsed by ETS.

CURRICULUM VITAE

A. Personal Identity

1. Name : Chusnul Nur Alfiyanti
2. Place & time of birth : Blora, 30th November 1997
3. Address : Ds. Tempurejo Kec/Kab. Blora
4. Phone Number : 089648182349
5. E-mail : chusnulalfiyanti30@gmail.com

B. Educational Background

1. Formal Education
 - a. TK Pertiwi Tempurejo Blora graduated in 2003
 - b. SD N 1 Tempurejo Blora graduated in 2009
 - c. MTs ASSALAM Bangilan Tuban graduated in 2012
 - d. MA ASSALAM Bangilan Tuban graduated in 2015
 - e. UIN Walisongo Semarang 2015-2019
2. Non-Formal Education
 - a. Madrasah Diniyah Darul Ulum Wonosari Tempurejo Blora
 - b. Pondok Pesantren Modern ASSALAM Bangilan Tuban
 - c. Ma'had al-Jami'ah UIN Walisongo Semarang
 - d. Pondok Pesantren Mbah Rumi Ngaliyan Semarang
Semarang, 25th October 2019

Chusnul Nur Alfiyanti
Student Number.1503046033