

**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)**

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement For
The Degree of Bachelor of Education in
English Language Department



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FOR 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)**

Overall is my own project, except certain parts that had been quoted.

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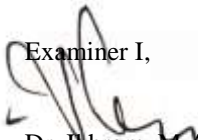
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has been tested in Munaqasyah session by the team of thesis examiner of Islamic Education and Teaching Learning Faculty Walisongo Islamic State University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.


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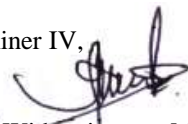
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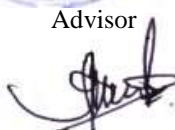
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Assalamualaikum wr. wb.

By this note it is informed that I have done in giving guidance, direction, and correction to this thesis:

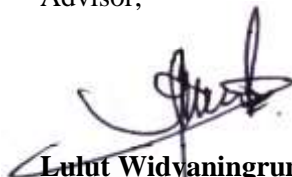
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I saw that this thesis is has been able to be submitted to Teacher Training and Education Faculty and to be tested in Munaqasyah session.

Wassalamu'alaikum wr. wb.

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ABSTRACT

Ikfi Mawarida Amalia Husna (113411003), *The Relationship Between Emotional Intelligence and Foreign Language Anxiety 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: Bachelor Program of English Language Education of Walisongo State University For Islamic Studies (UIN Walisongo), 2016.

The background of the study in this research was the students feel fear, bored and stressful in learning English. The researcher tried to correlate between their emotional intelligence and foreign language anxiety. There are some theories about emotional intelligence which argue that it has significant effect on students' English learning process including how students manage their anxiety on classroom. This research tried to find the correlation between emotional intelligence and foreign language anxiety.

This research was conducted to respond to the following questions:

1. How is the students' emotional intelligence on Teacher Training and Education faculty of UIN Walisongo in the academic year of 2015/2016?
2. How is students' foreign language anxiety on Teacher Training and Education faculty of UIN Walisongo in the academic year of 2015/2016?
3. Is there any significant correlation between the emotional intelligence and foreign language anxiety on third semester students of Teacher Training and Education faculty of UIN Walisongo in the academic year of 2015/2016?

The objectives of conducting this study are (1) to describe the third semester students' emotional intelligence on Teacher Training and Education faculty of UIN Walisongo in academic year of 2015/2016, (2) to describe the third semester students' foreign language anxiety at on Teacher Training and Education faculty of UIN Walisongo in academic year of 2015/2016, and (3) To find out whether there is or no significant correlation between the emotional intelligence and

foreign language anxiety on third semester students of Teacher Training and Education Faculty in the academic year of 2015/2016.

The study was conducted at UIN Walisongo Semarang. The subject of this study are students of Teacher Training and Education Faculty. In order to achieve the objectives of this study, the writer conducted the research through quantitative approach. The data were calculated statistically by *Pearson Product Moment Correlation*. The data were collected through questionnaire, Foreign Language Classroom Anxiety Scales (FLCAS) and documentation.

The result of the study shows that there is a significance correlation between students' emotional intelligence and foreign language anxiety of university students. Having calculated by *Pearson Product Moment Correlation formula*, r table with 5% and 1% significance level was 0,202 and 0,263, r_{xy} was 0.572. r_{xy} was bigger than r table, therefore the correlation was significant.

Keywords : *emotional intelligence, anxiety and foreign language anxiety.*

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mawardi Maulana (Father) and Nurul Khasanah (Mother), who always pray and support me with their love and effort.
2. My beloved brothers and sister; Muhammad Khoirul Anam, Muhammad Sholihuddin and Siti Hidayatus Sholihah for their never ending support, motivation and attention.

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All praises are belonged to ALLAH SWT, The the most merciful and the most gracious, who never stop gives blessings to all of His creatures.

Sholawat and salam may be always given to our beloved prophet, the real leader, Muhammad SAW whom we hope to give us syafa'at in hereafter, amien.

Finally I have finished in writing this final project for the requirement for the degree of bachelor of education in English Education Department from this great University, Walisongo Islamic State University Semarang.

I would like to thank to my advisor, Lulut Widyaningrum, M.Pd. Without her precious advices and comments, the paper would not have been completed.

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My sincerest gratitude and appreciation goes to some lecturers, senior, friends and partner who gives attention, support, encouragement and prayers that makes this project comes to reality.

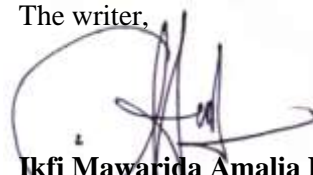
Some of them should be mentioned here: Ms. Kharisma Putri, M.Pd (lecturer of ELT Department of UIN Walisongo) and Mr. Shao Kaiqi (Huangzhou Normal University,China),Mas Waliyadin (seniors of ELT Department), my special people (Ifadul, pakdhe Manan, Afri, Kukuk, Pak Komting, Nopiul, Diana),friends in class of English Language Education Department, big family of PKBI kota Semarang, all members of An-Nada chamber in Al-Hikmah Islamic Boarding House and all of sisters in Najamuddin dorm.

Last, I hope this research can be useful and helpful to others.

Wassalamu 'alaikum wr. wb.

Semarang, 29 June 2016

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TABLE OF CONTENTS

	Page
Cover	i
Authenticity Statement	ii
Ratification	iii
Advisor Note	iv
Abstract	v
Dedication	vii
Acknowledgement	viii
Table of Contents	x
List of Table	xii
List of Chart	xiii
Chapter I INTRODUCTION	
A. The Background of Research	1
B. Research Questions	4
C. Objectives of the Research	4
D. Limitation of the Research.....	5
E. Significances of the Research.....	5
Chapter II Review of Related Literature	
A. Theoretical Frameworks	7
1. Emotional Intelligence	7
2. Foreign Language Anxiety	16
B. Previous Research	23
C. Hypothesis	27
Chapter III RESEARCH METHOD	
A. Research Design	29
B. Population and Sample.....	29
C. Data Collection Techniques	32
D. Data Analyzing Techniques	34
CHAPTER IV RESEARCH FINDINGS AND ANALYSIS	
A. Profile of UIN Walisongo.....	37

B. Research Result Description	38
C. Data Analysis and Test of Hypothesis	39
D. Discussion.....	63
E. Limitation of the Research.....	65

CHAPTER V CONCLUSION AND CLOSING

A. Conclusion	67
B. Suggestions.....	68
C. Closing.....	69

BIBLIOGRAPHY

APPENDIX I : LIST OF RESPONDENTS

APPENDIX II : LATTICE OF QUESTIONNAIRE

APPENDIX III : QUESTIONNAIRE

CURRICULUM VITAE

LIST OF TABLES

No	Chapter	Title of Table	Page
1	2	2.1 Mayor and Salovey Emotional Intelligence Classification	15
2	4	4.1 The Result of Students' Emotional Intelligence Level (X Variable)	42
3	4	4.2 The Scores of Emotional Intelligence Questionnaire	45
4	4	4.3 The Frequency Distrubution of Students' Emotional Intelligence	47
5	4	4.4 The Result of Students' Emotional Intelligence	50
6	4	4.5 The Result of Students' Foreign Language Anxiety (Y Variable)	51
7	4	4.6 The Scores of Foreign Language Anxiety	54
8	4	4.7 The Frequency Distrubution of Students' Foreign language Anxiety	57
9	4	4.8 The Result of Students' Foreign Language Anxiety	59
10	4	4.9 Helping Table of Emotional Intelligence (X) and Student's Foreign Language Anxiety (Y)	60

LIST OF CHARTS

No	Chapter	Title of Chart	Page
1	4	4.1 Emotional Intelligence of the Students of Teacher Training and Education Faculty	50
2	4	4.2 Foreign Language Anxiety of the Students of Teacher Training and Education Faculty	59