

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

A. Profile of UIN Walisongo

Walisongo State Islamic University or in short UIN Walisongo is located in Central Java, exactly on city of Semarang. It is divided into three main areas. First, Campus 1 that is located in St. Walisongo No. 3-5 Semarang. Second, Campus 2 located on St. Prof. Dr. Hamka, Ngaliyan, Semarang. Last, Campus 3 stands 500 meters from Campus 2 at St. Prof. Dr. Hamka Km. 2, Ngaliyan, Semarang.

At the beginning, IAIN Walisongo was Tarbiyah faculty of UIN Sunan Kalijaga. Then, it developed became IAIN Walisongo that was one established on April 6th, 1970 by the Decree of the Minister of Religious Affairs, KH. M. Dachlan No. 30 and 31 in 1970. At first, this university 5 faculties spread across various cities in Central Java. However, the ideas and pioneering efforts have been made since 1963. The founders of UIN Walisongo consciously give Walisongo as the name of the university. This great name became a symbol and the spirit of the biggest Islamic colleges in Central Java.

IAIN Walisongo transformed into Walisongo State Islamic University since December 19, 2014. The

inauguration and the signing of the inscription had done by the President at the Presidential Palace Joko Widodo.

B. Research Result Description

The researcher conducted the research in one of faculties of Walisongo State Islamic University, that was Teacher Training and Education Faculty. All of majors of the faculty has been being population and there was 97 of third semester student that was chosen as an object of the research. Scores of 97 students as an object of the research and analyzed those scores in order to find out whether there is any correlation between students' emotional intelligence and foreign language anxiety by using the Pearson r formula.

To find out the correlation between emotional intelligence level and foreign language anxiety of third semester students of Teacher Training and Education faculty of UIN Walisongo, the researcher did an analysis of quantitative data. The data was obtained by giving questionnaire.

The subjects of this research were the students of ten different majors of Teacher Training and Education Faculty in the academic year of 2015/2016. The researcher took the third semester students with 10% sample of total population. They were given a questionnaire about emotional intelligence and

Foreign Language Classroom Anxiety Scales that has been developed by Horwitz.

C. Data Analysis and Test of Hypothesis

1. Data Analysis

In conducting this research, researcher present a hypotheses that “there is significance correlation between the emotional intelligence and foreign language anxiety of third semester students of Teacher Training and Education faculty UIN Walisongo Semarang”. It means, the higher level of emotional intelligence that students have, the lower foreign anxiety level they suffer. So that the contrary of that.

a. Students’ emotional intelligence

The data of student’s emotional intelligence gained from questionnaire that contains 25 questions. There were five alternative answers of each questions, those are a, b, c, d, e with the value 5, 4, 3, 2, 1 for positive questions and the value 1, 2, 3, 4, 5 for negative questions. The result of students’ emotional intelligence described on the table below:

Table 4.1**The Result of Students' Emotional Intelligence Level (X Variable)**

No. Resp.	Total of (+) Answer					Total of (-) Answer					Score
	A	B	C	D	E	A	B	C	D	E	
1.	-	5	11	1	-	1	4	3	-	-	73
2.	-	5	11	1	-	1	4	3	-	-	73
3.	10	6	-	1	-	1	-	1	-	6	110
4.	6	7	4	-	-	-	-	5	2	1	98
5.	5	8	3	1	-	-	6	2	-	-	86
6.	4	3	8	1	-	1	2	1	4	-	86
7.	1	8	7	-	-	-	3	2	3	-	87
8.	2	8	7	-	-	1	3	2	2	-	84
9.	9	2	5	-	1	-	2	2	3	1	96
10.	10	3	2	2	-	2	-	4	1	1	97
11.	-	17	-	-	-	-	2	4	2	-	92
12.	3	9	4	1	-	-	3	3	1	1	85
13.	8	2	5	2	-	-	1	5	1	1	93
14.	8	7	2	-	-	-	1	2	4	1	101
15.	10	3	2	2	-	2	-	4	1	1	97
16.	3	5	4	3	2	2	1	1	2	2	82
17.	1	7	8	1	-	1	1	3	3	-	81
18.	10	6	1	-	-	-	1	4	2	1	104
19..	6	5	5	1	-	-	1	4	3	-	93
20.	11	5	1	-	-	-	-	2	2	4	112
21.	3	9	6	-	-	-	2	5	1	-	89
22.	11	5	1	-	-	-	1	5	2	-	103
23.	11	6	-	-	-	-	1	3	2	1	103
24.	4	9	3	1	-	3	4	1	-	-	81
25.	14	2	1	-	-	-	2	3	2	-	112
26.	5	7	2	2	1	1	-	2	4	1	94
27.	2	5	7	3	-	-	4	4	-	-	77
28.	6	8	3	-	-	-	1	4	3	-	97
29.	13	-	4	-	-	5	-	-	1	3	100
30.	4	11	2	-	-	-	-	1	3	4	103

31.	2	11	4	-	-	-	-	4	3	1	95
32.	2	8	7	-	-	-	2	3	3	-	87
33.	5	10	1	1	-	-	-	4	4	-	98
34.	12	4	1	-	-	-	2	5	1	-	103
35.	1	16	-	-	-	-	4	1	3	-	92
36.	3	8	6	-	-	-	5	2	1		85
37.	5	3	6	2	1	2	4	1	-	1	78
38.	9	4	2	1	1	1	3	-	4	-	95
39.	5	8	2	2	-	-	-	1	6	2	103
40.	10	5	-	1	1	-	3	2	2	1	94
41.	5	3	6	2	1	-	2	1	3	2	89
42.	6	7	4	-	-	1	2	3	-	2	94
43.	2	13	2	-	-	-	2	2	4	-	97
44.	8	4	4	1	-	-	1	6	1	-	94
45.	5	8	4	-	-	-	4	1	2	1	93
46.	8	8	1	-	-	1	1	2	3	-	100
47.	6	7	2	2	-	1	2	1	4	-	92
48.	7	4	4	2	-	1	4	2	1	-	86
49.	2	5	7	3	-	-	4	4	-	-	77
50.	11	-	5	1	-	1	-	4	-	3	100
51.	4	5	4	2	1	-	3	2	3	-	84
52.	11	3	2	1	-	2	1	1	-	4	102
53.	3	7	4	2	-	-	-	6	2	-	91
54.	1	10	5	1	-	-	1	4	3	-	86
55.	1	14	-	2	-	-	2	5	1	-	91
56.	-	7	11	-	-	-	2	5	1	-	80
57.	7	6	4	-	-	-	-	3	3	2	102
58.	7	3	5	1	-	1	2	4	1	-	88
59.	5	7	3	-	1	2	1	1	-	2	95
60.	5	8	3	1	-	-	6	2	-	-	88
61.	4	4	8	1	-	1	2	1	3	-	85
62.	2	3	10	2	-	-	4	3	1	-	77
63.	6	4	6	1	-	1	2	1	2	1	91
64.	6	9	-	1	-	-	2	1	3	2	100
65.	15	2	-	-	-	-	-	1	3	4	118
66.	2	7	3	3	-	2	1	2	3	-	82

67.	8	3	5	-	-	2	-	5	1	-	91
68.	1	9	7	-	-	-	2	3	3	-	88
69.	7	3	5	1	-	1	2	4	1	-	88
70.	6	7	3	1	-	1	2	2	3	-	92
71.	2	7	7	-	-	-	2	5	1	-	86
72.	2	11	4	-	-	-	1	5	2	-	91
73.	5	7	3	2	-	-	-	1	7	-	98
74.	3	7	2	5	-	-	2	2	4	-	83
75.	2	7	3	3	-	2	1	2	3	-	82
76.	7	8	2	-	-	-	1	4	2	1	100
77.	1	13	2	-	-	-	-	5	3	-	94
78.	-	8	9	-	-	-	1	4	3	-	84
79.	11	5	1	-	-	-	1	3	1	2	105
80.	3	7	2	5	-	-	2	2	4	-	83
81.	1	11	5	-	-	-	1	4	3	-	90
82.	5	9	2	-	-	-	3	1	4	-	95
83.	2	5	9	1	-	-	3	3	2	-	84
84.	-	6	11	-	-	-	4	2	2	-	78
85.	2	3	11	1	-	2	2	3	1	-	77
86.	3	2	6	2	4	2	-	2	2	2	77
87.	9	3	5	-	-	1	-	6	1	-	97
88.	3	2	9	1	2	-	3	1	4	-	79
89.	6	5	6	-	-	-	1	2	4	1	93
90.	3	3	7	2	-	-	1	2	5	-	91
91.	9	3	5	-	-	1	-	6	1	-	97
92.	11	-	6	-	-	2	-	6	-	-	94
93.	-	6	10	1	-	-	4	1	2	1	80
94.	7	7	3	-	-	-	3	1	3	1	98
95.	6	6	5	-	-	-	2	3	3	-	94
96.	5	10	2	-	-	-	1	3	4	-	98
97.	12	5	-	-	-	-	2	4	2	-	105

Based on the table above, the next steps are calculating mean of students' emotional intelligence

and identify the quality of variable X (emotional intelligence), as follows:

Table 4.2
The Scores of Emotional Intelligence Level
Questionnaire

No.	X	f	fX
1	73	2	146
2	77	5	385
3	78	2	156
4	79	2	158
5	80	2	160
6	81	2	162
7	82	3	246
8	83	2	166
9	84	4	336
10	85	3	255
11	86	5	430
12	87	2	174
13	88	4	352
14	89	2	178
15	90	1	90
16	91	6	546
17	92	4	368
18	93	4	372
19	94	7	658
20	95	4	380
21	96	1	96
22	97	5	485
23	98	5	490
24	100	5	500
25	101	1	101
26	102	2	204
27	103	5	515
28	104	1	104

29	105	2	210
30	110	1	110
31	112	2	224
32	118	1	118
		$\Sigma f = 97$	8875

- 1) Calculate Mean of student's emotional intelligence

$$\begin{aligned}
 M_x &= \frac{\sum fX}{N} \\
 &= \frac{8875}{97} \\
 &= 91,4948 \text{ simplified to be } 91,5
 \end{aligned}$$

- 2) Calculate the total of interval data

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 97 \\
 &= 1 + 3,3 (1,98677173) \\
 &= 1 + 6,55634672 \\
 &= 7,55634672 \text{ simplified to be } 8
 \end{aligned}$$

- 3) Determine the Highest score (H) and lowest Score (L)

From the Tabel 4.2 above, we can conclude that the Highest Score (H) is 118 and the Lowest Score (L) is 73.

- 4) Determine the range of score available in data (R)

$$R = H - L + 1$$

Notes:

R = Range

H = Highest score

L = Lowest score

1 = constant numeral

From the data above, we know that:

H = 118 and L = 73, therefore:

$$\begin{aligned} R &= H - L + 1 \\ &= 118 - 73 + 1 \\ &= 46 \end{aligned}$$

5) Determine the interval class

$$\begin{aligned} i &= \frac{\text{range}}{\text{interval total}} \\ &= \frac{46}{8} \\ &= 5,75 \text{ simplified to be } 6 \end{aligned}$$

So, the class of interval is 6 with the total interval of each class is 8. The table of variable frequency distribution served as follows:

Table 4.3
Frequency Distribution of Student's Emotional Intelligence

Interval	Freq (f)	X	fX	Deviation (X-X-M _x)	x ²	fX
118-111	3	114,5	343,5	23,5	552,25	1656,75
110-103	9	106,5	958,5	15,5	240,25	2162,25
102-95	23	98,5	2265,5	7,5	56,25	1293,75
94-87	30	90,5	2715	-0,5	0,25	7,5
86-79	23	82,5	1897,5	-8,5	72,25	1661,75
78-71	9	74,5	670,5	-16,5	272,25	2450,25
Σf = 97			ΣfX = 8850,5			ΣfX ² = 9232,25

6) Determine the standart of deviation

In this step, researcher wants to make clasificassion of the result of student's emotional intelligence. researcher used the five scale standart to classify the result. so, researcher calculated the deviation standart that is needed to arrange the scale.

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{9232,25}{97}} \\
 &= \sqrt{95,1778} \\
 &= 9,7559 \text{ simplified to be } 10
 \end{aligned}$$

Determining the category of students' emotional intelligence by using five scale standart:

M + 1,5 SD	= 91,5 + 1,5	= 91,5 + 15	= 106,5	A
	(10)			
M + 0,5 SD	= 91,5 + 0,5	= 91,5 + 5	= 96,5	B
	(10)			
M - 0,5 SD	= 91,5 - 0,5	= 91,5 - 5	= 86,5	C
	(10)			
M - 1,5 SD	= 91,5 - 1,5	= 91,5 - 15	= 76,5	D
	(10)			
Less than M - 1,5 SD		Less than 76,5		E

7) The quality of students' emotional intelligence variable (X)

from the calculation of five scale standart, we have got the interval of each scales. The scales was served in the table below followed by value and categories

Score	Value	Categories
More than 106,5	A	Excellent
96,5-106,5	B	Very good
86,5-96,5	C	Good
76,5-86,5	D	Poor
Less than 76,5	E	Very poor

From the table above, Mean of students' emotional intelligence, 91,5, located in interval 86,5-96,5 with value C . It means that the students' emotional intelligence were in good category. The total members in "excellent" category were four. Then, the total members in "very good" category were twenty six. Besides, the total members in "good" category were thirty five. Last, the total member in "poor" category were thirty and in "very poor" category were two.

Table 4.4

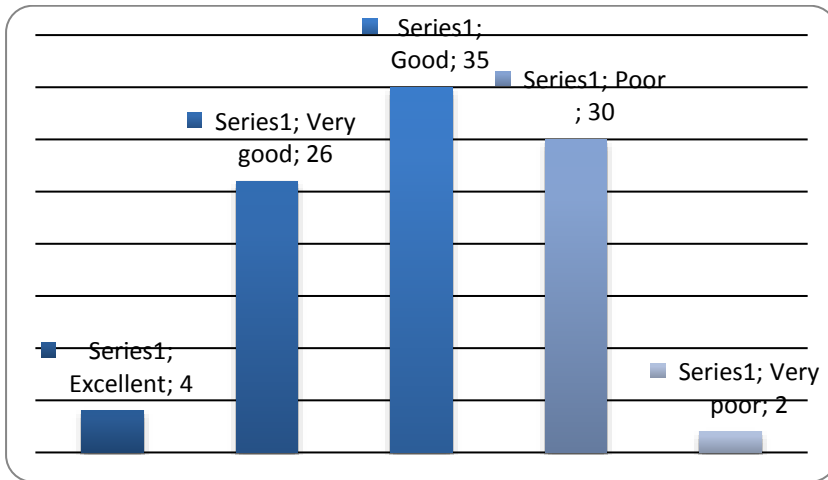
The Result of Students' Emotional Intelligence

CATEGORY	SCORE	TOTAL MEMBERS
Excellent	More than 107,5	4
Very good	97,5-107,5	26
Good	87,5-97,5	35
Poor	77,5-87,5	30
Very poor	Less than 77,5	2

In order to see the percentage of the students' emotional intelligence the chart was served:

Chart 4.1

The Chart of Emotional Intelligence of The Students of Teacher Training and Education Faculty



b. Student's Foreign Language Anxiety

The data of student's foreign language anxiety gained from the questionnaire of Foreign Language

Classroom Anxiety made by Horwitz. There were five alternative answers of each questions, those are a, b, c, d, e with the value 5, 4, 3, 2, 1 for positive questions and the value 1, 2, 3, 4, 5 for negative questions. The result of students' foreign language anxiety has described in the following table:

Table 4.5

Result of Students' Foreign Language Anxiety (Y Variable)

Resp. Number	Total Answer					Total Scores
	A	B	C	D	E	
1	1	26	2	4	-	121
2	-	27	1	5	-	121
3	7	3	4	7	13	65
4	-	14	8	10	1	87
5	-	13	8	12	-	98
6	3	12	8	10	-	109
7	-	5	16	11	1	115
8	7	9	12	4	1	101
9	3	12	2	11	5	82
10	2	17	11	3	-	117
11	2	11	5	15	-	87
12	-	17	10	6	-	100
13	1	6	16	8	2	81
14	-	17	10	6	-	84
15	4	1	1	2	25	60
16	7	7	7	6	6	104
17	5	6	19	2	1	111
18	-	11	14	8	-	88
19	-	-	33	-	-	100
20	4	14	5	10	-	89
21	-	4	29	-	-	103

22	-	13	9	11	-	91
23	1	13	11	8	-	77
24	-	16	15	2	-	107
25	-	17	6	9	-	95
26	15	9	4	3	1	111
27	1	30	1	1	-	112
28	1	12	14	6	-	103
29	1	17	5	10	-	88
30	1	9	7	14	2	84
31	2	9	16	6	-	100
32	1	16	13	3	-	104
33	-	14	13	6	-	93
34	9	16	1	7	-	120
35	1	14	18	-	-	101
36	5	8	14	5	1	110
37	4	10	10	8	1	117
38	7	9	9	5	3	85
39	7	7	9	8	2	84
40	15	11	7	-	-	116
41	5	17	5	6	-	110
42	1	11	7	14	-	86
43	1	4	12	14	2	81
44	7	11	11	3	1	103
45	2	8	12	9	2	100
46	3	13	7	8	2	60
47	2	11	14	4	2	102
48	8	5	9	5	6	101
49	-	8	20	5	-	98
50	-	33	-	-	-	65
51	7	18	7	1	-	114
52	5	18	4	6	-	82
53	-	10	16	4	3	93
54	2	19	3	9	-	111
55	-	20	3	10	-	107
56	-	21	5	7	-	105
57	7	6	9	9	2	94

58	13	10	5	3	2	120
59	-	8	17	7	1	101
60	-	8	7	17	1	98
61	2	18	8	10	-	109
62	-	14	17	2	-	111
63	8	11	8	6	-	112
64	3	13	8	7	2	90
65	4	5	6	17	1	77
66	1	5	16	10	1	98
67	-	8	8	16	1	97
68	-	5	20	8	-	94
69	13	10	5	3	2	84
70	-	13	5	14	1	92
71	1	21	6	5	-	103
72	1	9	13	10	-	88
73	-	3	15	13	2	87
74	7	13	6	5	2	117
75	1	14	12	6	-	109
76	2	19	6	6	-	112
77	1	12	19	1	-	104
78	-	13	14	6	-	96
79	-	20	1	12	-	109
80	3	16	11	3	-	114
81	2	12	11	8	-	107
82	4	16	11	2	-	109
83	-	11	18	3	1	109
84	-	13	16	4	-	104
85	1	15	15	2	-	104
86	4	4	5	15	5	116
87	-	13	7	11	2	103
88	-	12	2	18	-	89
89	5	13	11	4	-	108
90	4	13	12	4	-	112
91	23	3	5	1	1	121
92	6	5	15	2	5	81
93	-	13	16	4	-	115

94	5	15	9	3	1	99
95	1	8	15	7	2	85
96	-	16	3	14	-	89
97	-	5	20	8	-	100

After tabulating the result of questionnaire, the next steps are calculating mean of students' foreign language anxiety and identify the quality of variable Y (foreign language anxiety).

Table 4.6

The Scores of Students' Foreign Language Anxiety

No.	Y	f	fY
1	60	2	120
2	65	2	130
3	77	2	154
4	81	3	243
5	82	2	164
6	84	4	336
7	85	2	170
8	86	1	86
9	87	3	261
10	88	3	264
11	89	3	267
12	90	1	90
13	91	1	91
14	92	1	92
15	93	2	186
16	94	2	188
17	95	1	95
18	96	1	96
19	97	1	97
20	98	4	392
21	99	1	99

22	100	5	500
23	101	4	404
24	102	1	102
25	103	5	515
26	104	5	520
27	105	1	105
28	107	3	321
29	108	1	108
30	109	6	654
31	110	2	220
32	111	4	444
33	112	4	448
34	114	2	228
35	115	2	230
36	116	2	232
37	117	3	351
38	120	2	240
39	121	3	363
		$\Sigma f=97$	$\Sigma fY=9606$

- 1) Calculate Mean of student's foreign language anxiety.

$$\begin{aligned}
 M_y &= \frac{\Sigma fY}{N} \\
 &= \frac{9606}{97} \\
 &= 99,030927 \text{ simplified to be } 99
 \end{aligned}$$

- 2) Calculate the total of interval data

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 97 \\
 &= 1 + 3,3 (1,98677173) \\
 &= 1 + 6,55634672
 \end{aligned}$$

= 7,55634672 simplified to be 8

- 3) Determine the Highest score (H) and lowest Score (L)

From the Tabel 4.6 above, we can conclude that the Highest Score (H) is 121 and the Lowest Score (L) is 60.

- 4) Determine the range of score available in data (R)

$$R = H - L + 1$$

Notes:

R = Range

H = Highest score

L = Lowest score

1 = constant numeral

From the data above, we know that:

H = 121 and L = 60, therefore:

$$R = H - L + 1$$

$$= 121 - 60 + 1$$

$$= 61 + 1$$

$$= 62$$

- 5) Determine the interval class

$$i = \frac{\text{range}}{\text{interval total}}$$

$$= \frac{62}{8}$$

$$= 7,75 \text{ simplified to be } 8$$

So, the class of interval is 8 with the total interval of each class is 8. The table of variable frequency distribution served as follows:

Table 4.7
Frequency Distribution of Student's Foreign Language Anxiety

Interval	Freq	Y	fY	Deviation	Y ²	f Y ²
	(f)			(Y=X-M _y)		
114-121	14	117,5	1645	18,5	342,25	4791,5
106-113	20	109,5	2190	10,5	110,25	2205
98-105	26	101,5	2639	2,5	6,25	162,5
90-97	10	93,5	935	-5,5	30,25	302,5
82-89	18	85,5	1539	-13,5	182,25	3280,5
74-81	5	77,5	387,5	-21,5	462,25	2311,25
66-73	0	69,5	0	-29,5	870,25	0
58-65	4	61,5	246	-37,5	1406,25	5625
	Σf=97		ΣfY=9581,5		Σ f Y²=18678,25	

6) Determine the standart of deviation

In this step, researcher wants to make clasificasson of the result of student's foreign language anxiety. researcher used the five scale standart to classify the result. so, researcher calculated the deviation standart that is needed to arrange the scale.

$$SD = \sqrt{\frac{\Sigma fY^2}{N}}$$

$$= \sqrt{\frac{18678,25}{97}}$$

$$= \sqrt{192,5592}$$

$$= 13,8765 \text{ simplified to be } 14$$

Determining the category of students' foreign

language anxiety by using five scale standart:

M + 1,5 SD	= 99 + 1,5 (14)	= 99 + 21	= 120	A
M + 0,5 SD	= 99 + 0,5 (14)	= 99 + 7	= 106	B
M - 0,5 SD	= 99 - 0,5 (14)	= 99 - 7	= 92	C
M - 1,5 SD	= 99 - 1,5 (14)	= 99 - 21	= 78	D
Less than M - 1,5 SD		Less than 78		E

7) The quality of students' foreign language anxiety

(Y)

from the calculation of five scale standart, we have got the interval of each scales. The categories The scales was served in the table below followed by value and categories

Score	Value	Categories
More than 120	A	Very High
106-120	B	High
92-105	C	Medium
78-91	D	Low
Less than 78	E	Very Low

From the table above, we can see the category of students' foreign langauge anxiety. Mean of Y variable was 99. It located on interval 92-105, with value C. It means the students' foreign language anxiety are medium. Here, the researcher provided the table and the chart of classificassion from all of the sample.

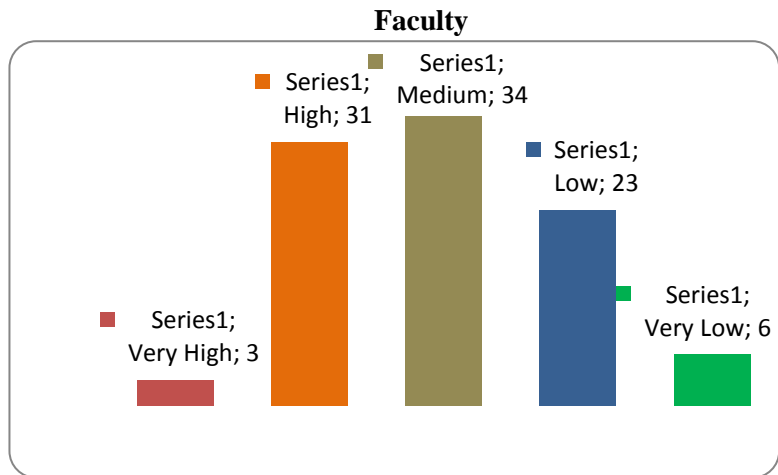
Table 4.8

The Result of Students' Foreign Language Anxiety

CATEGORY	SCORE	TOTAL MEMBERS
Very High	More than 120	3
High	106-120	31
Medium	92-105	34
Low	78-91	23
Very Low	Less than 78	6

Chart 4.2

The Chart of Foreign Language Anxiety of The Students of Teacher Training And Education Faculty



From the table and chart above, we could see that students who have “high” category was higher than “low” category. Students with “very high” category was lower than the “very low” category one. Then, the students with

“medium” category of foreign language anxiety was the highest among all.

2. Hypothetical Analysis

The purpose of hypothetical analysis was to know was there any correlation between students’ emotional intelligence and foreign language anxiety. The data of students’ emotional intelligence (X) and students’ foreign language anxiety (Y) are entered on a table of regression analysis as below:

Table 4.9
Helping Table of Emotional Intelligence (X) and
Students’ Foreign Language Anxiety (Y)

No	RESP OND EN	X	Y	X ²	Y ²	XY
1	R1	73	121	5329	14641	8833
2	R2	73	121	5329	14641	8833
3	R3	110	65	12100	4225	7150
4	R4	98	87	9604	7569	8526
5	R5	86	98	7396	9604	8428
6	R6	86	109	7396	11881	9374
7	R7	87	115	7569	13225	10005
8	R8	84	101	7056	10201	8484
9	R9	96	82	9216	6724	7872
10	R10	97	117	9409	13689	11349
11	R11	92	87	8464	7569	8004
12	R12	85	100	7225	10000	8500
13	R13	93	81	8649	6561	7533
14	R14	101	84	10201	7056	8484
15	R15	97	60	9409	3600	5820
16	R16	82	104	6724	10816	8528

17	R17	81	111	6561	12321	8991
18	R18	104	88	10816	7744	9152
19	R19	93	100	8649	10000	9300
20	R20	112	89	12544	7921	9968
21	R21	89	103	7921	10609	9167
22	R22	103	91	10609	8281	9373
23	R23	103	77	10609	5929	7931
24	R24	81	107	6561	11449	8667
25	R25	112	95	12544	9025	10640
26	R26	94	111	8836	12321	10434
27	R27	77	112	5929	12544	8624
28	R28	97	103	9409	10609	9991
29	R29	100	88	10000	7744	8800
30	R30	103	84	10609	7056	8652
31	R31	95	100	9025	10000	9500
32	R32	87	104	7569	10816	9048
33	R33	98	93	9604	8649	9114
34	R34	103	120	10609	14400	12360
35	R35	92	101	8464	10201	9292
36	R36	85	110	7225	12100	9350
37	R37	78	117	6084	13689	9126
38	R38	95	85	9025	7225	8075
39	R39	103	84	10609	7056	8652
40	R40	94	116	8836	13456	10904
41	R41	89	110	7921	12100	9790
42	R42	94	86	8836	7396	8084
43	R43	97	81	9409	6561	7857
44	R44	94	103	8836	10609	9682
45	R45	93	100	8649	10000	9300
46	R46	100	60	10000	3600	6000
47	R47	92	102	8464	10404	9384
48	R48	86	101	7396	10201	8686
49	R49	77	98	5929	9604	7546
50	R50	100	65	10000	4225	6500
51	R51	84	114	7056	12996	9576
52	R52	102	82	10404	6724	8364

53	R53	91	93	8281	8649	8463
54	R54	86	111	7396	12321	9546
55	R55	91	107	8281	11449	9737
56	R56	80	105	6400	11025	8400
57	R57	102	94	10404	8836	9588
58	R58	88	120	7744	14400	10560
59	R59	95	101	9025	10201	9595
60	R60	88	98	7744	9604	8624
61	R61	85	109	7225	11881	9265
62	R62	77	111	5929	12321	8547
63	R63	91	112	8281	12544	10192
64	R64	100	90	10000	8100	9000
65	R65	118	77	13924	5929	9086
66	R66	82	98	6724	9604	8036
67	R67	91	97	8281	9409	8827
68	R68	88	94	7744	8836	8272
69	R69	88	84	7744	7056	7392
70	R70	92	92	8464	8464	8464
71	R71	86	103	7396	10609	8858
72	R72	91	88	8281	7744	8008
73	R73	98	87	9604	7569	8526
74	R74	83	117	6889	13689	9711
75	R75	82	109	6724	11881	8938
76	R76	100	112	10000	12544	11200
77	R77	94	104	8836	10816	9776
78	R78	84	96	7056	9216	8064
79	R79	105	109	11025	11881	11445
80	R80	83	114	6889	12996	9462
81	R81	90	107	8100	11449	9630
82	R82	95	109	9025	11881	10355
83	R83	84	109	7056	11881	9156
84	R84	78	104	6084	10816	8112
85	R85	77	104	5929	10816	8008
86	R86	77	116	5929	13456	8932
87	R87	97	103	9409	10609	9991
88	R88	79	89	6241	7921	7031

89	R89	93	108	8649	11664	10044
90	R90	91	112	8281	12544	10192
91	R91	79	121	6241	14641	9559
92	R92	94	81	8836	6561	7614
93	R93	80	115	6400	13225	9200
94	R94	98	99	9604	9801	9702
95	R95	94	85	8836	7225	7990
96	R96	98	89	9604	7921	8722
97	R97	105	100	11025	10000	10500
statistics		ΣX = 8875	ΣY =960 6	ΣX² = 820163	ΣY²=9695 52	ΣXY = 871923
total						

All of the data above were calculated using *Pearson product moment* in order to prove the hypothesis of this research, significant or not significant. The formula was:

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

r_{xy} : The correlation coefficient between X variable and Y variable

N : The number of students

X : The total score of emotional intelligence

Y : The total score of foreign language anxiety

From the table above, the writer put the data into the formula:

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

$$r_{xy} = \frac{(97)(871923) - (8875)(9606)}{\sqrt{[(97)(820163) - (8875)^2][(97)(969552) - (9606)^2]}}$$

$$r_{xy} = \frac{8456531 - 85253250}{\sqrt{(79555811 - 78765625)(94046544 - 92275236)}}$$

$$r_{xy} = \frac{-676719}{\sqrt{(790186)(1771308)}}$$

$$r_{xy} = -0.572$$

from the computation above, the result of correlation analysis showed that the correlation coefficient (r_{xy}) was -0,572. From the sign we could conclude that it was perfect negative correlation. Perfect negative correlation meant there was contrary correlation between X variable and Y variable, if X variable was rise, Y variable would decline.¹ Therefore, we could stated that the higher student's emotional intelligence level, the lower students' foreign language anxiety.

The value of r_{xy} was consulted with Pearson's Product moment table (r_t) df 95 and significant level 5% and 1%. If $r_{xy} > r_t$, it meant that there was significant correlation, and hypothesis was accepted. If $r_{xy} < r_t$, it meant that there was not a significant correlation, and the hypothesis was rejected.

¹ Syofian Siregar, *Metode Penelitian Kuantitatif: Dilengkapi Perbandingan Perhitungan Manual & SPSS*, (Jakarta: Kencana, 2013), p.251.

$$\begin{aligned}
Df &= n-2 \\
&= 97-2 \\
&= 95 \\
r_{xy} &= 0,572 \\
r_t(5\%) &= 0,202 \\
r_t(1\%) &= 0,263
\end{aligned}$$

$r_{xy} = 0,572 > r_t(5\%) = 0,202$ or $r_t(1\%) = 0,263$, it mean that there was significant correation between X and Y variable which were student's emotional intelligence and their foreign langauge anxiety.

From the result above, the writer would interpret that category of correlation based on the following:

- 0.80 – 1.00 means very high correlation
- 0.60 – 0.799 means high correlation
- 0.40 – 0.599 means enough/fair correlation
- 0.20 – 0.399 means low correlation
- 0.00 – 0.199 means very low correlation.

Based on the calculation above, the writer concluded that the correlation between students' emotional intelligence and foreign langauge anxiety had negative correlation with the number of correlation was 0.572, and it was categorized "enough/fair correlation".

3. Discussion

The design of this research was quantitative research and focus on analyzing the correlation between emotional

intelligence level and foreign language anxiety of students on Teacher Training and Education faculty of UIN Walisongo Semarang. The data were collected by giving questionnaire randomly. From 966 students, the researcher took 10% of them, that were 97 students, as sample.

After processing the data, researcher obtained some findings. From the result of questionnaire, it was known that there was correlation between the students' emotional intelligence and foreign language anxiety. The correlation was negative. It meant that if students had high level of emotional intelligence, they would had lower level of foreign language anxiety. On contrary, if the students had lower level of emotional intelligence, they would had higher level of foreign language anxiety.

The null hypothesis of the research was there was no significant correlation between emotional intelligence and foreign language anxiety of third semester students in Teacher Training and Education Faculty of UIN Walisongo in the academic year of 2015/2016. Besides, the alternative hypothesis of this research was there was a significant correlation between emotional intelligence and foreign language anxiety of third semester student at Teacher Training and Education Faculty of UIN Walisongo in the academic year of 2015/2016. By

analyzing used the Mean and *Pearson Product moment* correlation formula with 5% and 1%, the alternative hypothesis was accepted.

4. Limitation of the Research

The researcher realizes that this research had many mistakes and had not been done optimally. It was not deliberateness factor. However, it happened because of researchers' weakness and some of obstacles faced during the research. Some limitations of this study were:

- a) The data of this research was collected by questionnaire and documentation. There was possible limitation of attitude data collection procedure which was using questionnaire caused by lack of openness from respondent. The respondent who were closed (Covert), were possibly provide neutral responses data collection instruments, making it less able to uncover attitudes the truth.
- b) This research was limited at all of majors at Teacher Training and Education faculty UIN Walisongo in the academic year of 2015/2016. So, when the same research would be done in other universities or school, it was possible to get different result.
- c) the research was conducted in relative short time, therefore it could not be done maximally.

Considering all those limitations, there was a need to more research about emotional intelligence and foreign language anxiety in university students using other instruments such as interview and taking more time, so that the optimal result could be gained.