

# CHAPTER I

## INTRODUCTION

### A. The Background of Research

Learning English is something interesting to discuss and enables people to have many opinions. Some people may feel that it is something easy, fun and important. Therefore they will learn enjoyably and enthusiastically so they can get success on learning English. Yet, some of them have opinion that it is very difficult, boring and stressful. Some of them who have tried hard to learn may be successful and the rest of them probably get failure.<sup>1</sup>

In Indonesia, English as foreign language is learned by students from every level of educational institution, unexceptionally by university students. Being learned by the highest level learner does not mean that it will be easy. Dealing with this, a preliminary research shows that many students of Teacher Training and Education faculty feel that learning English is hard.

Some of them said that theoretically English is easy and enjoyable but practically it is needed more courage and stressful. They feel 'cool' and great of learning one of international languages. Yet, they are fear when lecturer directly ask them to speak or answer question. They are not confident with some classmates that mastering English more than them. Also, they are

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<sup>1</sup> Nadiyah Ma'mun, *The Anxiety of Female Students in Learning*

afraid of making mistakes on learning English.

From the grims experience above, explicitly, learning English becomes full of emotion. The same fact has been said by MacIntyre, as cited by Shao, that “ to some extent language learning itself is prone to create intense emotion”. Furthermore, according to him, emotion, “just might be the fundamental basics of motivation, one deserving greater far attention in the language learning domain”. Emotion give much influence to someone on learning language process.

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 their succes on life, and in this case on language learning. As in Hadist 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. 2551.<sup>2</sup>

From the statement above, heart or in this case is infered to emotion contribute great influence to people life. Good or bad,

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*English, Encounter*, (Vol.3, No.2, 2012). p.156.

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

success or not determine from how they manage their emotion.

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

There are two kinds of emotion. Positive and negative emotion. Positive emotion such as self-esteem, empathy, motivation and enjoyment can put learner in an optimal state on learning language and facilitate the language learning process. By contrast, negative emotion such as anxiety, fear, stress, and anger can compromise learners' optimal learning potential and largely reduce their language learning capacity.

In preliminary research, how emotion, specifically negative emotions, take significant effect. The phenomenon of fear of negative evaluation, nervousness of making mistakes and worriness of other higher-mastering language-friend are symptoms of anxiety. This anxiety is in the scope of foreign language learning, English. This findings implicitly says that another factors that undeniably influence on students' language learning is foreign language anxiety.

Considering what have been explained above, researcher attempt to investigate correlation between emotional intelligence

and foreign language anxiety.

## **B. Research Questions**

In this study, the researcher formulated the problem as follow:

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 at third semester students of Teacher Training and Education faculty of UIN Walisongo in the academic year of 2015/2016?

## **C. Objectives of the Research**

In line with research questions, this study has purposes as follows:

1. To describe the third semester students' emotional intelligence on Teacher Training and Education faculty of UIN Walisongo in the academic year of 2015/2016
2. To describe the third semester students' foreign language anxiety on at Teacher Training and Education faculty of UIN Walisongo in the academic year of 2015/2016

3. To find out whether there is or no significant correlation between the emotional intelligence and foreign language anxiety at third semester students of Teacher Training and Education Faculty in the academic year of 2015/2016.

#### **D. Limitation of The Research**

In this research, the focus of this is emotional intelligence and foreign language anxiety of students. The rationale of this research is the writer gets maximum result of the study and contribute advantages in English teaching and learning.

#### **E. Significances of the Research**

The result of this research is theoretically and practically important and can give good contribution to the English learning context. It may be beneficial for students, lecturer, university and researcher.

1. For students

This research may help students to be aware of the influence of their emotional intelligence in the language learning. Theoretically, emotional intelligence has correlation with foreign language anxiety. It implicitly manage someone's emotion that includes someone's anxiety on language learning. Thus, with the high level of emotional intelligence, someone will be able to decrease or even omit his anxiety of language learning.

2. For lecturer

Practically, the result of this study can help the lecture to improve their method in teaching and learning proses. By knowing the result of this study, lecture may be able to apply appropriate method to teach language especially english so that teaching english will be more effective and optimal.

3. For university

This study can be a starting point to develop the teaching method which is applied in the education institution.

4. For researcher

The result of this research hopefully would be useful for the other researchers in the next study especially for the study of emotional intelligence and foreign language anxiety.