

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Emotional Intelligence

###### 1) Introduction

Every human has two potential thinking, those are rational and emotional thinking.<sup>1</sup> Rational thinking is driven by intellectual ability or known as “Intelligence Quotient” (IQ), whereas emotional thinking is driven by emotion. Basically, all emotions are encouragement to act, immediate plan to solve the problem that has been implanted gradually by evolution.

The term “emotion” is derived from the Latin word “movere”, means “moved or moved”, added with prefix “e” that means “moved away”. This implicated that in each emotion there is absolute preference of action.<sup>2</sup>

Emotion include entire flaming and seething of feeling and all of physiological body changes that accompanied it. There are positive, negative and

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<sup>1</sup> Desmita, *Psikologi Perkembangan*, (Bandung: PT Remaja Rosdakarya, 2009),p.170.

<sup>2</sup> John D. Mayer and Peter Salovey, *What is Emotional Intelligence*, in P.Salovey and D.J. Sluyter (Eds.) *Emotional Development and Emotional intelligence*. (New York: Basic Books,1997), p.12..

neutral emotions. Positive emotions are love, happiness, hope and bravery. Then, negative emotions are reluctance, sadness, despair, fear, and anger. Last, neutral emotions are tendency, wish and dream.<sup>3</sup> Therefore, it is not right if we interpret emotion as only negative feeling.

Lawrence also state that emotion is not the term that can be define precisely, though we know what it means in a common sense way. It refers to such states as joy, love, pride and fun. Emotion refers to grief, shame and depressions, states of displeasure whose causes can not be changes by one's behavior. <sup>4</sup>

While intelligence is not something that is materially, but it is a term that describe intellectual ability of someone. Related to intelligence, some experts have various definition, those are:

- a. Heidentich states that; "Intelligence refers to the ability to learn and to utilize what has been learned in adjusting to unfamiliar situations, or in the solving of problems"<sup>5</sup>

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<sup>3</sup>. Kanisius, *Isme-isme dalam Etika; dari A sampai Z*, (Yogyakarta: Penerbit Kanisius, 1997), p.66.

<sup>4</sup>Lawrance Erlbaum, *Textbook of Psychology*, (Hilisdale: New Jersey, 1987), p.235.

<sup>5</sup> M.Dalyono, *Psikologi Pendidikan*, (Jakarta: Rhineka Cipta, 2009), p.184.

b. Binet

States that intelligence has three principle, those are :

1. Definition of discovery of something new
2. Provision of care
3. Self-criticism

c. Stern states that;”*capability to adapt with the new situations*”<sup>6</sup>.

According to what experts states about intelligence, we conclude that intelligence is ability to adapt with the new situation and to solve the problems.

Psychologist has defined emotional intelligence from various point of view as follows:

a. Peter Salovey and John D. Mayer defined emotional intelligence as “*the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth.*”<sup>7</sup>

b. Daniel Goleman states that emotional intelligence is “*the abilities such as being able*

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<sup>6</sup> Romlah, *Psikologi Pendidikan*, (Malang: UMM Press, 2010), p.137-138.

<sup>7</sup> John D. Mayer and Peter Salovey, *What is Emotional ...*, p.10.

*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 from swapping the ability to think; to emphasize and to hope.*"<sup>8</sup>

From what psychologists state about emotional intelligence, we can infer that it is all about ability of someone to know what he or another feels, motivate himself, and manage the emotion from unfamiliar or new situation.

## **2) Components of Emotional Intelligence**

There are different concepts among the psychologists related the components of emotional intelligence. Goleman classified emotional intelligence into five important components, those are: (1) knowing one's emotion, (2) managing one's emotion, (3) motivating oneself, (4) recognizing emotion in others, (5) handling relationship.<sup>9</sup>

Knowing one's emotions or known as self-awareness means understanding what one feels at a moment and using it for guiding of self decision taking, has realistic indicator toward self-ability and

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<sup>8</sup> Daniel Goleman, *Emotional Intelligence*. (Jakarta: Gramedia Pustaka Utama, 2003) p.45

<sup>9</sup> Daniel Goleman, *Emotional Intelligence...*, p.65.

forceful confidence.<sup>10</sup> Self-awareness can help someone to manage himself, intrapersonal relationship, emotion and personal thinking. So, self-awareness is the vital component of emotional intelligence.

There are some characteristics that shows the ability to know one's emotion, those are: a. Recognizing and feeling self-emotion, b. Understanding the causes of appeared feeling, c. Recognizing the effect of feeling toward action.<sup>11</sup>

While when someone has been able to conquer, manage and direct his emotion, he comes to the the second components of emotional intelligence, managing emotion. Managing emotion is not only means muffling of pressured-feeling and restraining emotion fire, but also experience fully an emotion by mean, include unpleasant emotion.<sup>12</sup>

The folowings are the characteristics that describe someone has capability to manage his own emotion:

- a. Be tolerant toward frustation and able to manage anger well.

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<sup>10</sup> Desmita, *Psikologi Perkembangan*, p.171.

<sup>11</sup> Syamsu Yusuf LN, *Psikologi Perkembangan Anak dan Remaja*,(Bandung: PT Remaja Rosdakarya, 2011), p.113.

<sup>12</sup> Desmita, *Psikologi Perkembangan*, p.171.

- b. Able to uncover anger without a fight
- c. Able to control aggressive behavior that destruct himself and other.
- d. Have positive feeling with himself, school and family.
- e. Have an ability to overcome stress.
- f. Able to decrease lonely and anxious feeling in relationship.<sup>13</sup>

The success of someone managing his emotion is able to motivate himself. Motivating oneself means using the deepest desire for actuating and guiding human to concern their target, help them to take initiative, act effectively and hold on facing failure and frustration.<sup>14</sup> Motivation utilize emotion to support someone to reach his success. It means that motivation and emotion has close relationship. Both of them are actuating each other.

There are some characteristics showing that someone has motivated his own self, those are: a. Having good responsibility, b. Able to focus on duty, c. Able to manage self and not being impulsive.<sup>15</sup>

Recognizing emotion in other or empathy is an ability to feel what other people feel, understand their

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<sup>13</sup> Syamsu Yusuf LN, *Psikologi Perkembangan ...*, p.114.

<sup>14</sup> Desmita, *Psikologi Perkembangan*, p.171.

<sup>15</sup> Syamsu Yusuf LN, *Psikologi Perkembangan ...*, p.114.

perspective, foster a trusting relationship and align themselves to many people. This case means that someone who has emotional intelligence marked by his ability to understand others' feeling and emotion. Emotion is rarely expressed through words, but more often expressed through nonverbal message, such as intonation, facial expression, movement, etc.<sup>16</sup>

Some characteristics of someone who is able to recognize emotion in others are: a. Able to appreciate others' point of view, b. Have empathy or sensitivity to other, c. Listen to other people.<sup>17</sup>

Handling relationship is the ability to control and handle the emotion well when dealing with others, read the situation carefully and the social network, interact smoothly, understand and act wisely to human.<sup>18</sup> There some characteristics that shows someone who able to handle relationship, those are: a. have an understanding and ability to analyze relationships with others, b. Able to overcome conflicts with other, c. Have good communication skill, d. Friendly, e. Have attitude of tolerance and care to others, f. pay attention to social interest and can live in

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<sup>16</sup> Desmita, *Psikologi Perkembangan*, p.171-172.

<sup>17</sup> Syamsu Yusuf LN, *Psikologi Perkembangan ...*, p.114.

<sup>18</sup> Desmita, *Psikologi Perkembangan*, p.171-172

tune with others, g. Cooperative, h. Democratic in making relationship with other.<sup>19</sup>

Mayer and Salovey clasified emotional intelligence into four major areas of skill as described in this table 1.<sup>20</sup>

<b>OTIONAL INTELLIGENCE</b>	<p style="text-align: center;"><b>Reflective Regulation of Emotion to Promote Emotional and Intellectual Growth</b></p> <ul style="list-style-type: none"> <li>- ability to stay open to feelings, both those that are pleasant and unpleasant.</li> <li>- ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.</li> <li>- ability to reflectively monitor in relation to oneself and others.</li> <li>- ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.</li> </ul>
	<p style="text-align: center;"><b>Understanding And Analyzing Emotions; Employing Emotional Knowledge</b></p> <ul style="list-style-type: none"> <li>- ability to label emotions and recognize relations among the words and the emotions themselves, such relation between liing and loving</li> <li>- ability to interpret the meanings that emotions convey regarding relationship, such as that sadness often accompanies a loss.</li> <li>- ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.</li> <li>- ability to recognize likely transitions among emotions such as transition from anger to satisfaction, or from anger to shame.</li> </ul>
	<p style="text-align: center;"><b>Emotional Facilitation Of Thinking</b></p> <ul style="list-style-type: none"> <li>• emotions prioritize thinking by directing attention to important information.</li> </ul>

<sup>19</sup> Syamsu Yusuf LN, *Psikologi Perkembangan ...*,p.114.

<sup>20</sup> Peter Salovey, D.J. Sluyster (Eds.), *Emotional Development and Emotional Intelligence*, (New York: Basic Book, 1997), p.11.

	<ul style="list-style-type: none"> <li>• emotions are sufficiently vivid and available that they can be generated as aids or judgement and memory concerning feelings.</li> <li>• emotional mood swings change the individuals' perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.</li> <li>• emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.</li> </ul>
	<p style="text-align: center;"><b>Perception, Appraisal, And Expression Of Expression.</b></p> <ul style="list-style-type: none"> <li>• Ability to identify emotion in ones physical states, feelings, and thoughts</li> <li>• Ability to identify emotions in other people, designs, artwork, etc. Through language , sound, appearance, and behavior.</li> <li>• Ability to express emotion accurately , and to expresses needs related to those feelings.</li> <li>• Ability to dicriminate between accurate and inaccurate, or honest versus dishonest, expression of feleling.</li> </ul>

The Table 1 above are describing four branch of major areas of skills of emotional intelligence. It is arranged from more basic psychological processes to higher, more psychologically integrated processes. The lowest level branch (first row) concerns the simple abilities of percieving and expressing emotion. In contrast, the highest level branch (second row until forth row) concerns the conscious, reflective regulation of emotion.

## 2. Foreign Language Anxiety

### a. Definition

#### 1) Anxiety

Nowadays, learning foreign language for students attending colleges becomes more and more important. Moreover, almost all of colleges in Indonesia obligate their students to take foreign language course, such as English. Therefore, some classes become full of students who come from different interest, background and aims of life. They all are exactly has the same goal: to finish their course with satisfactory grade. Nevertheless, not all of them become successful in these course, instead some of students experience some difficulties and this may lead to failure. Many students think that in their program of study, foreign language class is the one that arouses anxiety most.<sup>21</sup>

Anxiety has been studied by some of psychologists and researcher. There are numerous definitions of anxiety for instance Spielberger ( as cited by Horwitz and Cope) defines anxiety as “ subjective, consciously perceived feelings of apprehension and tension, accompanied by and

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<sup>21</sup> Elaine K. Horwitz, et.al, , “*Foreign Language Classroom Anxiety*, *The Modern Language Journal*, (Vol.70, No.02, Summer/1986), p.125.

associated with activation and arousal or autonomic nervous system.”<sup>22</sup> As Freud says for anxiety is unpleasant emotional state which stems from combination of both phenomenological and psychological qualities.<sup>23</sup> Then, *Cambridge Advance Learners’ Dictionary* defines anxiety as an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.<sup>24</sup>

As seen above, there is no precise definition of anxiety according to some psychologist. However, all of these are exactly has the same point. We can conclude that anxiety is kind of feeling that causes negative effect on people. We can find the examples of this feeling in educational environment, for instance: students can not answer the task from his teacher, he may feels confusion, apprehension, dissappointment, etc, which all related to anxiety and he may suffer a failure.

## 2) Foreign Language Anxiety

In a classroom, some students may thinks that language courses are ones that causes most-anxiety.

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<sup>22</sup> Elaine K. Horwitz, et.al, , “*Foreign Language...*, p.125.

<sup>23</sup> Truitt, N. S. “Anxiety and beliefs about language learning”, *Doctoral Dissertation* (Austin: The University of Texas, 1995). p.9.

<sup>24</sup> Cambridge Advance Learners’s Dictionary, Third Edition.

Some researchers has observed it. They are easily found some data that proved this thinking. For instance, Horwitz recorded some statements of students as follows :

- “I just know I have some kind of disability: I CAN’T learn a foreign language no matter how hard I try.”
- “When I am in my English class I just freeze! I can’t think of a thing when my teacher calls on me. My mind goes blank.”
- “I feel like my English teacher is some kind of Martian death ray. I never know when he’ll point at me.”
- “It’s about time someone studied why some people can’t learn languages.”<sup>25</sup>

From this statements, Horwitz conclude that there is a new situation construct anxiety and this called Foreign language anxiety. By finding this new construction, they have made big innovation. FLA then, is a L2 formal framework of learning language. Horwitz et.al in Rouhani, 2008; has depicted as “separated complicated phenomenon of self-perception, beliefs, feelings and behavior related to classroom language learning arising from the

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<sup>25</sup> Elaine K. Horwitz, et.al, , “*Foreign Language ...*, p.126.

uniqueness of language learning process”.<sup>26</sup>It was actually related to the negative emotional reaction of students in language learning process.

In past, there were many researchers who have been studied related to foreign language anxiety and foreign language learning, but they can not draw clear result of how FLA affects language learning on performance. Some researchers has found negative relationship between anxiety and language learning (Horwitz et.al, 1986; Truitt,1995; Rouhani, 2008).

Despite of the fact that the result of anxiety research is unclear, there is some spesific clinical experiencies that researchers observe in anxious students. There is no difference symptoms between them who suffer language anxiey than another anxiety. Among some apparent symptoms are the inability to concentrate easily, tendency to forget things easily and perspiration. Anxious people may even try to delay their responsibilities as long as possible.<sup>27</sup>

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<sup>26</sup> Ali Rouhani, “An Investigation into Emotional Intelligence, Foreign Language Anxiety, and Emphy through Affective-Cognitivein an EFL Context”, [http://www.linguistik-online.com/34\\_08/rouhani.html](http://www.linguistik-online.com/34_08/rouhani.html). Retrieved on 22 August 2015.

<sup>27</sup> Elaine K. Horwitz, et.al, , “*Foreign Language...*”,p.128.

### 3) Deliberative and Facilitative Anxiety

Foreign language anxiety can be shown up itself into two types, those are facilitative and deliberative anxiety. Both of them are quite different. They have different effects on students in language learning performance. As Scovel explained in Freeman and Long, 1992 :

Facilitating anxiety motivates the learner to 'fight' the learning task; it gears the learners emotionally for approval behavior. Deliberative anxiety, in contrast, motivates the learners to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour.<sup>28</sup>

By investigating some studies that have been carried out, it is possible to see both of them. Nevertheless, most of studies generally focused on deliberative anxiety.

### 4) Component of Foreign Language Anxiety

According to Horwitz, there are three components of foreign language anxiety in terms of evaluation of performance both academic and social context, those are:

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<sup>28</sup> Diane Larsen-Freeman, Michael H. Long, "An Introduction to Second Language Acquisition Research, (New York: Longman Inc., 1991), p.187.

- a. Communication Apprehension
- b. Test anxiety
- c. Fear of negatif evaluation<sup>29</sup>

Some researcher has claimed that the skill producing most anxiety is speaking.

This anxiety comes in part from a lack of confidence in our general linguistic knowledge but if only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others. The possibility of negative affective feedback from the teacher can increase the anxiety significantly.<sup>30</sup>

From Arnold statements, we can infer that in terms of communication via speech, some people tend to refrain having conversation with other or they may even be afraid of it. Therefore, it has been the most significant things deal with. Communication defined by Horwitz et. al as “a type of shyness characterized by fear or anxiety about communicating with people”.<sup>31</sup> It occurs not only

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<sup>29</sup> Elaine K. Horwitz, et.al, , “*Foreign Language...*”,p.127.

<sup>30</sup> Jane, Arnold, “*SPEAK EASY: How to Ease Students into Oral Production*”, Pilgrims Ltd. [www.hltnmag.co.uk/mar03/martmar035.rtf](http://www.hltnmag.co.uk/mar03/martmar035.rtf), Retrieved on 18 September 2015.

<sup>31</sup> Elaine K. Horwitz, et.al, , “*Foreign Language ...*” p.127.

because of fear to communicate with people but also of anxiety with it.

The main reason of communication apprehension is someone's personal knowledge. Namely, if a person thinks that he will probably have difficulty in understanding people or making them understand with him, this can be the main reason of communication apprehension. So, if someone has a problem with speaking in public, listening or learning a spoken messages, these can be signal of communication apprehension.

Test anxiety arises from a fear of failure. Test-anxious students often put unrealistic demands for themselves and anything less than a perfect test performance is a failure.<sup>32</sup> related to this, quizzes or puzzles distributes less anxiety than oral test, both of them are brightest test and students often prepared of them.

The third component of anxiety is fear of negative evaluation. Related to foreign language learning, fear of negative evaluation consist of feeling apprehension about other evaluation, avoidance of evaluation situation, and expectation

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<sup>32</sup> Elaine K. Horwitz, et.al, , "*Foreign Language ...*" p.128.

that others would evaluate negatively.<sup>33</sup> There is no limitation for this component. It can occur in various situations that need evaluation. Foreign language classrooms are the place where students would feel fear that he thinks that he always be evaluated not only by his teachers but also his classmates.

## **B. Previous Research**

In making this research, the writer was considering some previous research which related to this research, they are:

1. *The Relationship between Emotional Intelligence, Language Learning Strategies and English Proficiency Among Iranian EFL University Students* which conducted by Mehrdad Zarafshan and Mahsa Ardeshiri, English Department student of Islamic Azad University, Iran. The research was carried out to explore the effects of emotional intelligence and use of language learning strategies on English proficiency among Iranian EFL university students. The participants were 135 undergraduate students in Hormozgan province in Iran majoring in English Teaching and English Translation from Islamic Azad University. This study employed correlation and regression methods for data analysis. A

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<sup>33</sup> Elaine K. Horwitz, et.al, , “*Foreign Language ...*” p.128.

series of instruments were used to obtain the related data including Nelson Proficiency Test, Bar-On Emotional Intelligence Questionnaire and Strategy Inventory for Language Learning (SILL). The results revealed that there was a negative relationship between emotional intelligence and English proficiency but a positive relationship was found between English proficiency and use of language learning strategies. Metacognitive and affective strategies tended to affect English proficiency more. Social strategies were the least effective.<sup>34</sup>

2. *The Correlation between Emotional Intelligence Level and Social Behavior of “Al Hikmah” Female Islamic Boarding House Students at Tugurejo-Tugu Semarang.* This research was conducted by Miftachul Richaniah, an Islamic Education Department student on UIN Walisongo Semarang. This research was carried out to find the correlation between level of emotional intelligence and social behavior of Islamic boarding house student. This research used quantitative descriptive approach. 52 students or 30 % from the whole population was taken as sample of this research. The data was obtained by using questionnaires. Then, the data was analyzed using analytic

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<sup>34</sup> Mehrdad Zarafshan and Mahsa Ardeshiri, “*The Relationship between Emotional Intelligence, Language Learning Strategies and English Proficiency Among Iranian EFL University*”, *Journal of Educational and Instructional Studies In the World*, (Vol.2, Issue:3, August/2012), p.105-114.

techniques of descriptive and inferential statistics, while the treatment of research hypothesis used product moment correlation analysis. The result of research showed that there was correlation between emotional intelligence level and social behavior of “Al Hikmah” Female Islamic Boarding House Students at Tugurejo-Tugu Semarang. The treatment of hypothesis showed that emotional intelligence level of students were in good category that was in interval 91-99 with average 94,8077. Also, the students’ social behavior were in good category that was in interval 90,75-99,25 with average 94,9615. The correlation of both variables was proven by the result of comparison between  $r_{xy}$  and  $r_{tabel}$ . The value of  $r_{xy}=0,648$  was bigger than of  $r_{tabel}$  with significance level  $1\%=0,354$  or even  $5\%=0,273$ .<sup>35</sup>

3. *The Relationship between Emotional Intelligence and EFL Learners’ Writing Performance* which conducted by Parisa Abdulrezapour, an English Department student of University of shafan, Iran. This study attempted to investigate the effect of emotional intelligence on EFL students’ writing performance. 44 intermediate EFL learners studying in a language center in Iran participated in this study and they were randomly assigned to two

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<sup>35</sup> Miftachul Richaniah, “Hubungan Tingkat Kecerdasan Emosional dengan Perilaku Sosial Santri Pondok Pesantren Putri AlHikmah Tugurejo-Tugu Semarang”, *Skripsi*(Semarang: Program S1 IAIN walisongo, 2013),p.vi.

group (control and experimental). To make sure of the initial comparability of the two groups, they had a writing test and the TEIQue-ASF was administered prior to experiment. Then, learners of the experiment group went through emotional activities and those in the control group were taught under the ordinary approaches that did not place any emphasis on the emotional content or words. Based on the results presented in the previous section, it is obvious that the experimental group performed much better on the post-test than the control group. That is, there was an improvement in the writing performance of the experimental group from 48.20 to 53.16 while the control group remained approximately the same. So, results rejected the null hypothesis under investigation. The findings also indicated that the students who had been through literature response activities scored significantly higher in the posttest than the students who were taught under traditional approach. Thus, emotional intelligence had a positive effect on the students' writing performance.<sup>36</sup>

From those previous researches, the difference of them with the researcher study was the dependent variable of all.

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<sup>36</sup> Parisa Abdulrezapour, *The Relationship between Emotional Intelligence and EFL Learners' Writing Performance*, *Procedia-Social and Behavioral Sciences*, (Vol.70, 2013), p.331-339.

## G. Hypothesis

Ordinarily, when one talks about hypothesis, one simply means a mere assumption or some suppositions to be proved or disproved. But for a researcher hypothesis is a formal question that he intends to resolve.<sup>37</sup> It means that hypothesis is the researcher's temporary assessment of a phenomenon that need to be tasted. This research is conducted based on the following hypothesis:

1. Null Hypothesis (Ho):

There is 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.

2. Alternative Hypothesis (Ha):

There is a significant correlation between emotional intelligence and foreign language anxiety of third semester student in Teacher Training and Education Faculty of UIN Walisongo in the academic year of 2015/2016.

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<sup>37</sup> C. R. Kothari, *Research Methodology: Methods & Techniques*, (New Delhi: New Age International (P) Ltd., 2004), p. 184.