



## The Correlation Between Emotional Intelligence and The Students' English Academic Achievement

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**Abstract.** *This research aimed at describing the correlation between emotional intelligence and Students' English academic achievement. This research used correlational design. The population was the second year students of SMA Negeri 1 Parepare and the method used for taking sample was simple random sampling. The data were obtained through questionnaires and document study. The data on students' emotional intelligence and English academic achievement were analyzed by using inferential and descriptive statistics, Pearson Product Moment correlation analysis through SPSS 27 for windows to find out whether or not there was correlation between them. The result of the research showed that there was a positive correlation between students' emotional intelligence and English academic achievement ( $r = 0.892$ ) It was concluded that the correlation between emotional intelligence English academic achievement of the second year students of SMA Negeri 1 Parepare were very high. The positive coefficient indicated the positive correlation, that if the emotional intelligence increases, English academic achievement will also increase.*

**Keywords:** *Emotional Intelligence; English; Academic Achievement.*

**Abstrak.** *Penelitian ini bertujuan untuk mendeskripsikan hubungan antara kecerdasan emosional dengan prestasi belajar Bahasa Inggris siswa. Penelitian ini menggunakan desain korelasional. Populasi dalam penelitian ini adalah siswa kelas II SMA Negeri 1 Parepare dan metode pengambilan sampelnya adalah simple random sampling. Data diperoleh melalui kuesioner dan studi dokumen. Data kecerdasan emosional dan prestasi belajar bahasa Inggris siswa dianalisis dengan menggunakan statistik inferensial dan deskriptif, analisis korelasi Pearson Product Moment melalui SPSS 37 for windows untuk mengetahui ada tidaknya korelasi antara keduanya. Hasil penelitian menunjukkan bahwa terdapat hubungan positif antara kecerdasan emosional siswa dengan prestasi belajar bahasa Inggris ( $r = 0,892$ ) Hal ini dapat disimpulkan bahwa hubungan antara kecerdasan emosional dengan prestasi belajar bahasa Inggris siswa kelas II SMA Negeri 1 Parepare sangat tinggi. Koefisien positif menunjukkan korelasi positif, jika kecerdasan emosional meningkat, prestasi akademik bahasa Inggris juga akan meningkat.*

**Kata Kunci:** *Kecerdasan Emosional; Bahasa Inggris; Prestasi Akademik.*

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## INTRODUCTION

The success of learning English as a Foreign Language (EFL) in Indonesia is determined by many factors, such as internal and external factors. According to Jamulia (2010: 1), the internal factors are, for instance, motivation, personality, attitude and belief, whereas the external factors are environmental factor, social background, physical differences, and past experiences. Since those are essential factors in determining the successful of language learning, they need to be optimized fully and paid more attention.

In relation to academic achievement, many people think that in order to reach high achievement in learning, one must have a high Intelligence Quotient because intelligence is an ability which will facilitate learning and in turn will result in optimal learning achievement. But in fact, In the process of teaching and learning at schools, frequently there were students who cannot achieve equal learning achievement with their intelligence capabilities. There were students who had high intelligence capability but earned relatively low learning achievement. While, there were students who despite has relatively low intelligence capabilities but can achieve relatively high academic achievement. That was why the level of intelligence was not the only factor that determined the success of a person, because there were any other factors that influence. According to Goleman (2016), intelligence quotient (IQ) only accounted for 20% of our success, while 80% is the contribution factors other forces, such as emotional intelligence or Emotional Quotient (EQ), the ability to motivate, overcoming frustration, impulse control, set the mood (mood), empathy and the ability to work together.

Based on the pre-observation at SMAN 1 Parepare, the researcher found that the academic achievement in that school was generally good. The learning atmosphere was cretaed well. There are also some facilites supported the learning process, such as, library, language laboratory, internet connection, etc. The researcher found that there were significant differences in students learning. Most of students of XI IPA have high motivation to study, it can be seen from the students' participation in learning process. They were active in learning process; they were eager to ask and answer the question from the teacher. Unfortunately, most students of XI IPS had low motivation to study and did not make the assignments. Adelman and Taylor (2000) believed that if schools pay only attention on academic instruction and school management in their efforts to help students attain academic success, they are not able to achieve their goals. Based on that experience, the researcher concluded that there was another factor which influences students in learning. The researcher supposes that factor was emotional intelligence.

In the learning process, the intelligence was indispensable. IQ cannot function properly without the students' emotional appearance, but usually the intelligence is complementary. Emotional intelligence of students has increasingly become the focus of research and educational reform efforts in recent years. Since the students differ in cognitive ability, the non-cognitive factors such as emotional intelligence may supplement or enhance students' cognitive ability. According to Goleman (2003), emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing emotions, motivating ourselves, recognizing emotions in others (empathy), and handling relationships (social skills). Moreover, EI also refers to the capacity or ability to recognize feelings and those of other, forgiving motivation and for managing good emotions and for relationship. Furthermore, O'Neill (1996) stated that EI is a different way of being smart. It includes of knowing what the feelings are and using the feelings to make good decisions in life. EI can well manage mood distress, control impulses and also persuades motivation to keep hope and optimistic spirit in working toward goals. Empathy provides an understanding of others' feeling. Social skills provide the ability to get along well with others, manage relationship, persuade or lead others.

Tatlah, et al (2012) have conducted a research in investigating the influence of emotional intelligence and creativity on the academic achievement of business English education students using Ex- post facto research design. A total of 235 students purposively selected from four College of Education participated in the study. Three research questions were raised and answered in the study. Three instruments: Student Cumulative Grade Point Information Format (SCIF); Wong and law emotional intelligence scale (WLEIS) and Nicolas Holt Creativity Test (NHCT) were used for data collection. The multiple regression analysis and ANOVA were the major statistical tools used for data analysis. Findings from the study revealed that; emotional intelligence and creativity when combined, jointly predicted the achievement of Business English Education Students. It is recommended among others that emotional intelligence and creativity skills should be taught as a separate course with the aim of enhancing students' achievement and positive attitude towards learning.

Furthermore, Alavinia, et al. (2012) have investigated the correlation between emotional intelligence and learning style. Their study aimed to look into the viable relationship between emotional intelligence and learning styles of freshman Iranian EFL learners. Questionnaires, i.e. Bar-On's EQ-i (1997) as well as a user-friendly version of learning styles questionnaire developed by Chislett and Chapman (2005) were administered to 132 students (42 males and 90 females). The final analysis of data, implemented mainly through the use of Pearson product moment correlation and t-test, pointed to a positive meaningful relationship between emotional intelligence and learning styles ( $r = 0.66$ ). Furthermore, in line with the findings, a significant difference was found to be at work with regard to the performance of different genders on Bar-On's EQ-i.

## METHOD

The method used in this research was correlational. It correlated between emotional intelligence and students' English academic achievement. This study employed a quantitative correlational design. There were two quantifiable variables. First, Emotional Intelligence whose variable was an independent one (X). Second, students' English academic achievement whose variable is a dependent one (Y). The degree of relationship between the two variables was known by calculating product moment correlation coefficient. The population of this research was the second year students of SMA Negeri 1 Parepare. There were eight classes which consisted of five class of XI IPA and 3 classes of IPS. The number size of the population was 276 students. The students' range of age was 17 - 18 at the time of collecting the data. The sampling method used in this research was simple random sampling. According to Gay (2006: 101), simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. The number of sample in this research refers to Gay theory that it is common to sample 25% of the population. Therefore, the total sample was 69 students.

The researcher used two kinds of instruments in this research, namely: questionnaires, and document study. The researcher applied questionnaire for getting data about students' emotional intelligence. It used Likert scale that consists of five options. Each number notes certain measurement such as: (5) always, (4) often, (3) sometimes, (2) rarely and (1) never (Sugiyono, 2010: 135). Each response was assigned a point value, and an individual's score was determined by adding the point values of all the statements. In the variables of emotional intelligence, for a positive statement: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1. For negative statements, the point values was reversed. There are 60 items that will be used in this questionnaire, the items divided into 2. First, favorable (positive) items consisted of 30, and second, unfavorable (negative) items consisted of 30 also. The items of the questionnaire were developed based on 5 aspects (Goleman, 2016). To get students' English academic achievement, the researcher used the document study involved the English final grade students at SMAN 1 Parepare. These grades covered four language skills (listening, speaking, reading, and writing).

**Table 1.** Questionnaire.

No.	Statement	SA	A	N	D	SD
1.	I feel calm before doing an action.					
2.	I easily control my emotions when I am busy in studying.					
3.	I try to go top 10 every semester					
4.	I am willing to listen to my friends' problem.					
5.	On the first day of school, I can quickly adapt to the school environment.					
6.	I do not know how to control the emotions churned inside me.					
7.	I am quick to anger when my friends insult me.					
8.	I have no target value in learning.					

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9. I feel mediocre when watching violent movies on TV.
  10. I feel that my friends keep me away.
  11. I know when I am sad.
  12. I keep learning based on my schedule although it is noisy.
  13. I will keep trying to get the best value among my classmates.
  14. I appreciate other's opinion, although I disagree.
  15. When I meet my teachers, I always greet them.
  16. I feel that I have more weaknesses than others.
  17. I need to avenge my friends' insult.
  18. Additional activity in my school is not really interesting.
  19. I feel so hard to ask my new my friends for playing.
  20. I am happy to see a friend who I do not like sad.
  21. I realize that feeling shy to ask can disturb me in learning.
  22. I try not to cheat in my examination.
  23. I have a high target in learning.
  24. I can accept other people's thinking although it is different with me.
  25. I have lots of friends from other classes.
  26. I keep nervous in finishing my examination, although I've learnt before.
  27. I am not sad when I lost my goods.
  28. I diligently follow the social activities when I receive praise.
  29. I am not feeling sad when I watch a disaster news on TV.
  30. When entering a new environment, I feel compelled to wear new shoes and bag as well.
  31. I understand if my wish unfulfilled
  32. I always concentrate on listening to my teacher's explanation in the classroom.
  33. I believe with my ideas eventhough other people do not understand about it.
  34. I can recognize other's emotion by seeing his/her face expression.
  35. I get a high achievement because of my friends' support.
  36. I do not feel anxious when I am not studying for a test.
  37. If my parents make me dissapointed, I will stay in my bedroom and do a silent action.
  38. I learn if only there is an exam.
  39. I am thrilled when my friend cries.
  40. I prefer to finish the assignment by my self rather than discuss with my friends.
  41. I know when I worried.
  42. I refuse when my friends ask me to play truant.
  43. I keep achieved the learning targets I've set whatever the obstacles.
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44. I feel so worry when my friends have a problem.
  45. I try to understand other people's thinking although it is different with me.
  46. I often feel unable to do something new.
  47. When I am angry, I ruin all the things around me.
  48. I have no ambition for my future.
  49. I try to be nice to a friend that I met.
  50. I do not care when I listen the announcement for cleaning the environment around my house.
  51. I know when I am angry.
  52. I am able to hide the irritation in front of my friends.
  53. I am aware of my weeknesses at school and trying to keep up with study harder.
  54. I feel happy when my friends have achieved their study.
  55. I will not be angry with my friend eventhough he/she has hurted me.
  56. I am not disappointed when I get a bad test results.
  57. A strained atmosphere makes me unable to think calmly.
  58. I am lazy to help my parents because it can interfere my plans.
  59. I feel saturated to listen to my friends' problem.
  60. I do not want to help my friends when they have a problem.
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Note:

- SA : Strongly Agree  
 A : Agree  
 N : Neutral  
 D : Disagree  
 SD : Strongly Disagree

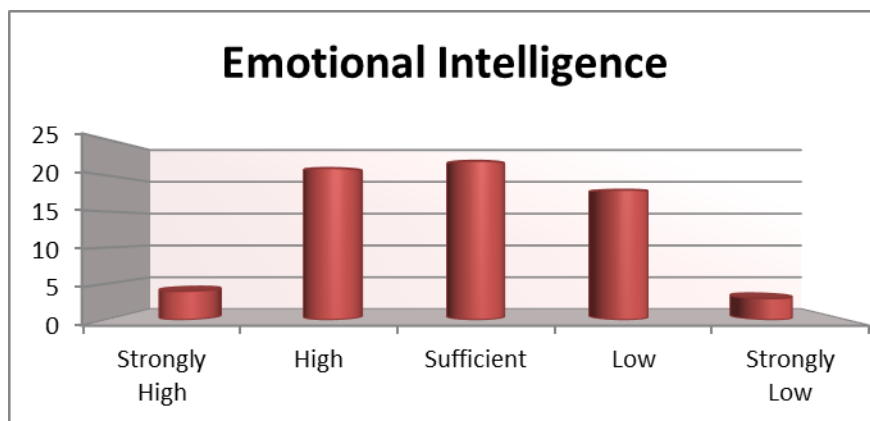
## RESEARCH RESULT AND DISCUSSION

### Research Result

**Table 2.** Frequency Distribution and Percentage of Emotional Intelligence of the Second Year Students of SMAN 1 Parepare.

Category	Score	Frequency	Percentage
Strongly High	$\geq 208$	4	5.79
High	193 – 207	21	30.43
Sufficient	179 – 192	22	31.88
Low	164 – 178	18	26.08
Strongly Low	$\leq 163$	4	5.79
Total		69	100

Variable distribution source: Toha (2003:100-101)



**Table 3.** Inferential Analysis of the Research Variables

		EI	EAA
N	Valid	69	69
	Missing	0	0
	Mean	185.4928	78.4203
	Median	187.0000	80.0000
	Mode	170.00a	80.00
	Std. Deviation	14.56893	9.70052
	Variance	212.254	94.100
	Range	71.00	55.00
	Minimum	144.00	40.00
	Maximum	215.00	95.00

After measuring the data of emotional intelligence in relation to students' English academic achievement using SPSS 27.0 obtained by regression analysis, it was found that the standardized coefficient "Beta" for 0.697. It can be seen in the following table.

**Table 4.** Coefficient Correlation of Emotional Intelligence ( $X_1$ ).

Model		Unstandardized Coefficient		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-31.872	6.665		-4.782	.000
	EI	.464	.070	.697	6.607	.000

To know whether the equation regression can be used to predict the increasing of the students' English academic achievement as a result of the increasing of the students' emotional intelligence, the researcher used  $t_{test}$  with the criteria significance value is smaller than 0.05. Based on the result of data analysis, the researcher obtained  $t_{test} = 6.607$  or  $p = 0.000$ . If it is confirmed by the  $t_{table} = 2.00$  or  $\alpha = 0.05$ , it can be concluded that the null hypotheses ( $H_0$ ) is rejected. In other words, there is a significant correlation between emotional intelligence and English academic achievement. Based on the value of Beta coefficient obtained that is 0.697, it can be said that the direct influence of emotional intelligence on students' English academic achievement is 69.7%.

**Table 5.** Significance Test of Coefficient Correlation ( $r_{y1}$ ).

Model Summary			
Df	Coefficient Correlation	$\alpha = 0,05$	$r_{table}$ $\alpha = 0,01$
66	.892	0.244	0.317

The test results in table above shows that  $r_{test} = 0.892$  is greater than  $r_{table} = 0.244$  at  $df = 66$  with  $\alpha = 0.05$  significance level. This means that the strength of the relationship of emotional intelligence ( $X_1$ ) on students' English academic achievement ( $Y$ ) is very significant. Simple path analysis showed that emotional intelligence is positively correlated to students' English academic achievement. It is concluded that if the students' emotional intelligence increases, the students' English academic achievement will also increase. Then, the null hypotheses obtained in this research is rejected.

## DISCUSSION

Corresponding the result of analysis and answering the research question on previous section, this research states that statistically there is a significant correlation between emotional intelligence and English academic achievement of the second year students of SMA Negeri 1 Parepare and the correlation between these two variables is very high. In this research, the analysis of students' emotional intelligence can be categorized as sufficient. It indicates that emotional intelligence can be one of factors that determine the success of students' English academic achievement. The students' admission in interview about what they are going to do if their friends have a problem. It indicated that they have a social awareness. They showed their empathy to their friends. Another admission is coming from MR student. He admitted the problem he faced in the classroom. He said that he could not work cooperatively with his friends. It indicates that the student got a problem in associating with others and it influenced his English academic achievement. He got the lowest score among those five students. In relation to the second hypothesis, the result of data analysis showed that there was a significant positive correlation between emotional intelligence and English academic achievement at the 0.05 of significant level. Based on the percentage score of emotional intelligence and English academic achievement, it shows that the top 10 students in emotional intelligence have also high score in English academic achievement. Based on the percentage score of emotional intelligence and English academic achievement, it shows that the 10 students, who have a top score in emotional intelligence, also have a score that is categorized as high in English academic achievement. It is proved that if a student's emotional intelligence increases, the English academic achievement will increase as well.

Emotional intelligence is the other side of the intelligence of human beings that plays an important role in determining the success of his/her life, therefore EI needs to be considered by a teacher in learning process. The statement suggests us that parents, teachers, and other educational stakeholders need to develop the emotional intelligence of students with reference to the dimensions by Goleman that are recognizing emotions, managing emotions, motivating oneself, recognizing emotions in others, and building relationships (Goleman, 2003:58-59). This piece of finding conforms to the results of the previous research findings, particularly those were conducted by tatlah, et al. (2012) and Nur (2011). In the learning environment, many educators are becoming aware that students' emotional intelligence should be incorporated and embraced in the classroom (Ashkanasy & Dasborough, 2003). When a student's emotional and social skills are addressed, academic achievement of the student increases and interpersonal relationships improve (Goleman, 2009).

## CONCLUSION AND SUGGESTION

Based on the findings and discussion above, the researcher concluded that the test results shows  $r_{test} = 0.892$  is greater than  $r_{table} = 0.244$  at  $df = 66$  with  $\alpha = 0.05$  significance level. This means that the

strength of the relationship of emotional intelligence ( $X_1$ ) on students' English academic achievement (Y) is very significant. It is concluded that if the students' emotional intelligence increases, the students' English academic achievement will also increase. Then, the null hypotheses obtained in this research is rejected. The findings of this research were likely to be beneficial theoretically and practically to the field of foreign language teaching and learning. Theoretically, the findings of this research were expected to broaden the knowledge of the students, teachers, educational practitioners, and others stakeholders in educational field about the students' emotional intelligence as well as their correlation toward their academic achievement. In other side, practically, this research gave a great contribution toward teaching and learning English as a foreign language in Indonesia. This will help teachers and students better understand and use these findings to enhance classroom learning. The researcher also would like to recommend two things for related research in the future. The further research can identify the students' emotional intelligence in terms of their gender. Also, to find out the relationship between students' emotional intelligence and their preferred learning style.

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