

**THE CORRELATION BETWEEN ESQ (EMOTIONAL SPIRITUAL  
QUOTIENT) AND STUDENTS ACHIEVEMENT IN ENGLISH AT  
ELEVENTH GRADE OF SENIOR HIGH SCHOOL 6 TAKALAR  
(A Correlation Research )**



**A THESIS**

*Submitted to the Faculty of Teacher Training And Education  
Makassar Muhammadiyah University in partial fulfillment of the requirement for  
the degree of education in English Department*

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2019**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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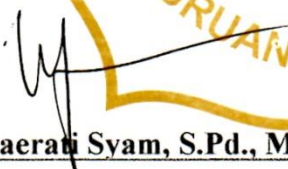
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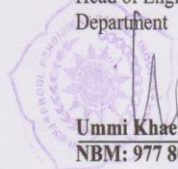
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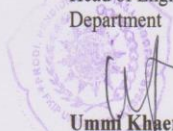
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## MOTTO AND DEDICATION

### MOTTO

***“Impatience never commanded success”***

### DEDICATION

This Thesis is sincerely dedicated for my dearest parents, my beloved brother and sisters, my family, and my beloved friends.

## ABSTRACT

**Sitti Asriani. 2019.** *The Correlation Between ESQ (Emotional Spiritual Quotient) and Students' Achievement in English at Eleventh Grade of Senior High School 6 Takalar* under the thesis of English Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Guided by Ummi Khaerati Syam and Eka Prabawati Rum.

The objectives of this research were (1) To know how the Emotional Spiritual Quotient (ESQ) at eleventh grade in senior high school 6 Takalar, (2) To know how the achievement in English at eleventh grade in senior high school 6 Takalar, (3) To recognize the significant correlation between Emotional Spiritual Quotient (ESQ) and students' achievement in English at eleventh grade in senior high school 6 Takalar.

The method of this research was correlation with quantitative approach. The population of this research was all of the first-semester students in academic year 2018/2019, and the sample were twenty students at eleventh grade of MIPA 1. The research instruments were documentation, questionnaire, and interview.

The researcher concluded that the ESQ owned by the students was moderate and the students' achievement classified average. Furthermore, the hypothesis testing showed  $r_{xy}$  higher than  $r_t$  or  $0,599 > 0,468$ , which meant that  $H_0$  was rejected and  $H_a$  was accepted. It showed us that there was significance correlation between Emotional Spiritual Quotient and students' achievement in English at senior high school 6 Takalar. So, the good learner was who could balance Emotional Quotient, Spiritual Quotient, and Intelligent Quotient. Because high intelligent did not guarantee the one's success without support from EQ and SQ.

**Keywords :** Emotional Spiritual Quotient, Students Achievement, English

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The writer realizes that the writing of this thesis is far from the perfectness. Remaining errors are the writer's own. Therefore, constructive criticism and suggestions will be highly appreciated.

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Makassar, December 2018

Sitti Asriani

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## **CHAPTER I**

### **INTRODUCTION**

This chapter was divided of five main sections, namely background, problem statement, objective of the research, significance of the research, and scope of the research.

#### **A. Background**

In this globalization era, millions of people wanted to improve their English. It was caused by English were an international language and one of the ways to communicate. Communication was an essential need for human being. In Education field of Indonesia, English was used as the medium language or instruction in some school and universities in order to teach academic subjects and even become the main language which was used during the academic process. According to Syamsuddin (1986: 2), English had two senses. The first was a tool used to form the thoughts and feelings, desires and actions, a tool used to influence and be influenced. The second was a clear sign of personality, good or bad, a clear sign of the family and the nation, a clear sign of the favor of humanity.

Talking about English, student in learning English very closely related to a person's emotional quotient where EQ was a person's ability to communicate in two dimensions, was the direction to the (personal) and directions to the outer (interpersonal). Personal communication is carried out by someone on himself. It was useful to cultivate self-awareness (self-awareness), acceptance

of self (self-acceptance), reward yourself (self-respect), and temperance (self-mastery). For example, when we expect the father to buy mobile phones, but the father would not consent. On the issue of personal EQ we played how much self-awareness of the benefits of mobile phones towards us. Then when we realized that the benefits were very small, we began to accept the decision of the father. By accepting it anyway, we will not feel as sad though our friends have mobile phones.

Agustian (2010) said that to be a person that was not enough if it was not equipped with a SQ, SQ is a person's ability to understand the meaning of life. This concerns the relationship with the gods. Therefore in the book Ary Ginanjar Agustian combined SQ and EQ became ESQ. ESQ was an abbreviation of Emotional Spiritual Quotient which is a combination of EQ and SQ, namely the merger between emotional intelligence and spiritual control. Definitions, Emotional Spiritual Quotient (ESQ) Model was a model person's ability to give Spiritual Sense of the Thought, Behavior / moral and activities, as well as able to synergize IQ (Intelligent Quotient), which consisted of IQ Logic / Think and IQ Financial / Intelligence ends meet / finance, EQ (Emotional Quotient) and SQ (Spiritual Quotient) comprehensively. The benefits that can be achieved it was between Horizontal relationship (human to human) and Vertical (human and God).

In a vulnerable time and a long history, humans had very highly praised the ability of the brain and reasoning power (IQ). Thinking ability was regarded as excellent, while the potential of the other forgotten, mindset and

worldview that had spawned so educated man with a smart brain but the attitude, behavior and lifestyle were in stark contrast with his intellectual capabilities. Many people were smart academic but failed in work and social life. They had a split personality (split personality). Where was not integration between the brain and the liver. The condition of the stretcher in turn led to a multi-dimensional crisis that was very alarming.

Beside that weak awareness of morals, manners, concern for one another, and the rise in drug use, also indicated that the existing education had not shown success. That phenomenon had awakened experts that a person's success was not only determined by the ability of the brain and the power of thought alone, even more determined by emotional intelligence (EQ) and spiritual intelligence (SQ).

Based on the reseracher's experiences called magang 1, 2, 3 and teaching practice (P2K), the researcher found problems that there were students who had high intelligence, but they had relatively low learning achievement. Conversely, there were students who despite their low intelligence abilities but they could achieve relatively high learning achievement. Therefore, the researcher wanted to know is there significant "Correlation between Emotional Spiritual Quotient (ESQ) and students' achievement in English at second grade of Senior High School 6 Takalar."

## **B. Problem Statement**

Based on the problems, the researcher formulated of the problem statements as follows:

1. How is the Emotional Spiritual Quotient (ESQ) at eleventh grade of senior high school 6 Takalar?
2. How is the achievement in English at eleventh grade of senior high school 6 Takalar?
3. Is there significant correlation between Emotional Spiritual Quotient (ESQ) and students' achievement in English at eleventh grade of senior high school 6 Takalar?

## **C. The Objective of Research**

The objectives of this study are to find out:

1. The Emotional Spiritual Quotient (ESQ) at eleventh grade of senior high school 6 Takalar.
2. The achievement in English at eleventh grade of senior high school 6 Takalar.
3. The significant correlation between Emotional Spiritual Quotient (ESQ) and students' achievement in English at eleventh grade of senior high School 6 Takalar.

## **D. Significance of the Research**

There were some significances of this research: theoretical significances and practical significance. The expected benefits of this research both theoretical and practical significances are:

### **1. Theoretical Significance**

The result of this research would provide some of knowledge that learning required not only need Intellectual (IQ) but also influenced by emotional and spiritual quotient which was owned students. Because to develop an emotional intelligence and optimize a role in student success both in school and in the surrounding neighborhood, then recommend to the school, especially teacher in order to incorporate emotional intelligence in presenting the material and engage students in the learning process. With ESQ individual was able to identify and reach and deal with feelings of others effectively.

### **2. Practical significant**

There were some practical significant of this research: for teachers, for students, and for researchers.

#### **a. For teachers**

Hopefully this reserach could gave contribution to teachers that Emotional intelligence and Spiritual intelligence was very important to development of learners. To better improve loyalty and its role as a model for the students. Further improve insight and religious nature of scientific knowledge in order to become the ideal teacher-based

education in the application of multiple intelligences. More creative and active in applying the learning system based on multiple intelligences. Being able to make innovation in the learning process. Teachers were in demand to be a mentor was not just an instructor in directing students to do things that were positive.

**b. For students**

This reserach would give more information to students when study not only use IQ but also need Emotional Spiritual Quotient (ESQ). Because the third part is what will bring generations of successful and beneficial to the world and the hereafter.

**c. For researchers**

By reading this reserach, this research would share information to someone that having a good Emotional Spiritual Quotient (ESQ) also very important in life. The researcher as future teachers or educators should enrich the knowledge and knowledge of modern and holistic education. Being able to create innovative works in applying active learning, creative and educative.

**E. Scope of The Research**

The scope of this reserach was correlation between Emotional Spiritual Quotient and students' achievement in English focuses on Intellegent Quotient (IQ), Spiritual Quotient (SQ), and Emotional Quotient (EQ).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consisted of four main section, namely previous related findings, some pertinent ideas, and conceptual framework.

#### A. Previous Related Findings

There were some researchers who have conducted research that related to the correlation between Emotional Spiritual Quotient and students' achievement in English:

Mashuri (2014) in his research "*Konsep ESQ (Emosional Spiritual Quotient) Dalam Membentuk Karakter Religius Peserta Didik*" found that With ESQ, the basic value of life would be form a good attitude such as honest, discipline, responsible, team work, justice, care, visionary, respect, love, and no hating with other religion and tribe.

Gitawaty (2010) in her research "*The correlation between the Students Learning Motivation and their Achievement in English*" found that the conclusion of this thesis was there is no significant correlation between students learning motivation and learning achievement in English. The conclusion showed that the students with lower motivation did not always got lower score in English achievement and the students with higher motivation did not guaranteed that they will get higher score in English achievement.

Wahyuningsih (2004) in her research "*The correlation between EQ and students achievement*" found that the concluded that there was a



relationship between emotional intelligence and students achievement in class II SMU Lab School, East Jakarta. She conclude that to develop an emotional intelligence and optimize a role in student success both in school and in the surrounding neighborhood, then recommend to the school, especially teacher in order to incorporate emotional intelligence in presenting the material and engage students in the learning process.

Ziazone (2012) in his research "*Hubungan antara kecerdasan emosional dengan prestasi belajar siswa kelas II SMA Negeri 2 Mataram*" found that the conclusion was IQ and EQ could not be separated because they were interrelate and continuous. Likewise, learning achievement was good when formed and obtained from IQ and EQ that function together in human life.

Arbabisarjou (2013) in her research "*Relationship between different types of intellegence and student achievement*" found that the conclusion was emotional and spiritual growth includes personal growth and also goes beyond it. This started with promotion of self-awareness and develops with tha challange about humans. Therefore, it was possible achieve through conducting an effective educational system based on the spiritually and it was preconditions and emotional characteristics in nourishing different abilities of human beings in coordinate manner.

Based on the explanation above, the researcher concluded that there were several opinions about the relationship between ESQ and students' achievement. The first resercher focused on concept of ESQ as a based

foundation to shape students' character. The second researcher focused on motivation and student achievement. She assumed that motivation was not guaranteed student achievement. The third and the fourth researcher focused on the EQ and students' achievement. Their result that there was significant correlation between EQ and Student achievement. The fifth researcher focused on types of intelligence and student achievement. He said that spiritual intelligence and emotional intelligence were up student achievement. Some of them say that there is highly significant correlation, another did not find relationship between these variables.

The equation researches above with this research were all the researcher aimed to improve students learning outcomes. Beside that some of them used correlation research method same as this researcher. Ziazade used documentation instrument to collect the data then Arbibarjou also done his research by using questionnaire instrument same as this research. While the difference of this research is the place of the research and some of them only focus on intelligence alone. Therefore, the researcher focus on Emotional Spiritual Quotient and students' achievement in English, because researcher think that the IQ of the students were not enough without the EQ and SQ.

## **B. Some Pertinent Ideas**

### **a. Emotional Spiritual Quotient (ESQ)**

ESQ (Emotional Spiritual Quotient) was a method soul that combined the two elements of intelligence, emotional intelligence (EQ) and spiritual intelligence (SQ) by utilizing the power of the subconscious mind, known as the inner voice or god spot (Agustian, 2010: 12). God spot beginning discovered by the psychological research and nerves, Michael Persinger in the early 1990s, and more recently again discovered in 1997 by neurologist VS Ramachandran and his team from the California university who discovered the existence of god spot in the human brain. Wolf singer in 1990 also showed neural processes in the human brain that was concentrated on the effort to unite and life experience, which were neural networks that literally "bind" the human experience together to live more meaningful. So, Got spot actually the deepest human nature and the application of the principles of Islam also the pillars of faith of faith Browning

Definition of a good EQ information not only through the senses alone but there were other sources from within himself the voice of conscience was the beginning of the most authentic human attitude, namely honesty, beliefs and principles of truth. (Tasmara, 2001: 46). The substance of emotional intelligence was the ability to feel and understand and then addressed humanely. A person who has a good EQ could understand the feelings of others could read express or implied capture

verbal and non-verbal all this understanding would lead people to behave in accordance with the needs and demands of its environment.

Emotional intelligence taught about integrity honesty commitment, vision, creativity, resilience mental, wisdom and self-mastery, therefore EQ teaches how man can act on him (intra personal) confident (self-awareness) self-motivation (self-motivation) arrange themselves (self-regulation) and relate to others (interpersonal) such as empathy ability to understand other people from social skill that allows everyone to manage conflicts with other people as well. EQ was absolutely necessary for someone to be able to understand themselves, others and their environment, namely persons who are capable of human relationships with others well. EQ human presence was not enough; it must be balanced with the SQ.

Agustian (2009: 57) said that spiritual intelligence was the ability to worship gives meaning to any behavioral activity of rare-step through and nature toward men (Hanif). Meanwhile, according to Tasmara (2001: 49) defined spiritual intelligence is to listen to the voice of conscience, good, bad and moral sense in how to put you out of the association.

Danah and Lan Marshall (2008) found spiritual intelligence was the intelligence to deal with the problem of meaning or value (value), the intelligence to put the behavior and life in the context of a broader meaning and rich, intelligence to judge that the action or the way a

person's life was more meaningful than another. SQ is a necessary foundation for use IQ and EQ effectively. Even SQ is our intelligence.

Agustian (2010) revealed that the spiritual was the foundation for the growth of self-esteem, values, morals, and a sense of belonging. He gave directions and gave meaning to our lives on the believe of the existence of non-physical strength that, was greater than the strength of ourselves.

From the description above could be defined spiritual intelligence was the ability of the potential of every human being was conscience that made him able to realize and determine the meaning, values, morals, and love for power greater than our fellow creatures.

### **1. Intelligence Quotient (IQ)**

IQ stand for Intelligence Quotient, which means the size of intelligence capability, analysis, logic, and the ratio of a person. IQ is a term human intelligence in the ability to reason, plan something, the ability to solve problems, learn, understanding ideas, thinking, use of language and more. Presupposes that IQ was the innate ability that is absolute and cannot be changed is a myth (aka misguided), because modern research proves that the ability of a person's IQ could be increased from the learning process. This intelligence was not standard for any one thing, but for a lot of things. Feature Behavior Intelligence:

- a) Problem faced a new problem for the concerned.
- b) Goals and economical / efficient.

- c) Problem Containing levels of difficulty.
- d) Often using abstraction.
- e) Concentration of attention.

## **2. Emotional Quotient (EQ)**

Intelligence emotional was the ability to control oneself, passion and perseverance, and the ability to motivate yourself and endure frustration, the ability to control impulses and emotions, not exaggerating pleasure, set the mood and keep the load stress did not overwhelm the capacity to think, to read the innermost feelings of others, and pray, to maintain relationships with as much as you, the ability to resolve conflicts and to lead themselves and the surrounding environment.

### **a. Aspects of EQ :**

- 1.) The ability of self-awareness.
- 2.) The ability to manage emotions.
- 3.) Ability to motivate themselves.
- 4.) The ability to control the emotions of others.
- 5.) The ability to relate to others (empathy).

### **b. The behavior of Intelligent Emotional**

- 1.) Respect other people's negative emotions.
- 2.) Tolerance to face negative emotions of others.
- 3.) Be aware of and appreciate the emotions themselves.
- 4.) Be sensitive to other people's emotions.

- 5.) Do not confuse the emotions of others.
- 6.) Do not consider cute emotions of others.

**c. High EQ Personality**

- 1.) Empathize.
- 2.) Reveal and understand feelings.
- 3.) Controlling anger.
- 4.) The ability to adjust.
- 5.) The ability to solve interpersonal problems.
- 6.) Friendly, faithful, and diligent.

**3. Understanding SQ (Spiritual Quotient)**

Spiritual intelligence was not always associated with religion. Spiritual intelligence was the intelligence of the soul that can help a person build his or her self. Spiritual intelligence came from the heart, made us creative when faced with personal problems, and tried to see the meaning contained in it, and finished it properly in order to obtain serenity and peace of mind. Spiritual intelligence made people able to make sense of all of its activities as a way of worship.

**a. Feature from SQ**

- 1.) Having principles and a strong vision.
- 2.) Principled truth, justice, and goodness.
- 3.) Able to interpret every side of life.
- 4.) Being able to face the fear.
- 5.) Tend looking at everything that regard.

## **b. Students Achievement**

Learning outcomes were the abilities of a person after he experienced a learning experience. Or learning outcomes could also be interpreted as something that has been done, learned, something that in the study, analyzed, and was invented by someone in a particular field. The result of learning was very important to know how big a benchmark than the ability of learners to activities referred to here was the ability of the maximum achieved by learners as a result of an activity. Someone have learned had happened behavior, which was relatively fixed and through a certain process. Changed in question was here was a positive change that improvements achieved as a result of knowledge gained. The level of learning outcomes demonstrate the quality and extent of lesson material had been discussed by the learners. The development and maturation would I happen myself. As a result of the encouragement of the self-learners instinctively.

### **1. Learners**

Protege or often also called a learner was anyone who receives the influence of a person or group of people who run educational activities. And then in the narrower sense was that children or immature personally handed over to the responsibility of educators, because the students have several characteristics, including:



- a) There had adult personal morality so that they become the responsibility of educators.
- b) Still enhance certain aspects of maturity, so it was still the responsibility of the teacher.
- c) As humans had basic properties that were he developed in an integrated manner, such as requirements concerning biological, spiritual, social, intelligence, emotion, speech, individual differences and so on.

## **2. Learning**

Learning was a word that is familiar to all of society. For those students the word "learn" is the word that are familiar to them, even the part that would not be separated from all their activities in taking science both in formal educational institutions as well as in non-formal educational institutions. Djamarah (2008:13) stated that learning is an individual process attempts to obtain a new change in behavior as a whole, as a result of the experience of the individual in interaction with the environment. From the above statement could be concluded that learning was a series of activities and soul to obtain a change in behavior as a result of individual experience in interaction with the environment that cognitive, affective, psychomotor.

### **3. The results of study**

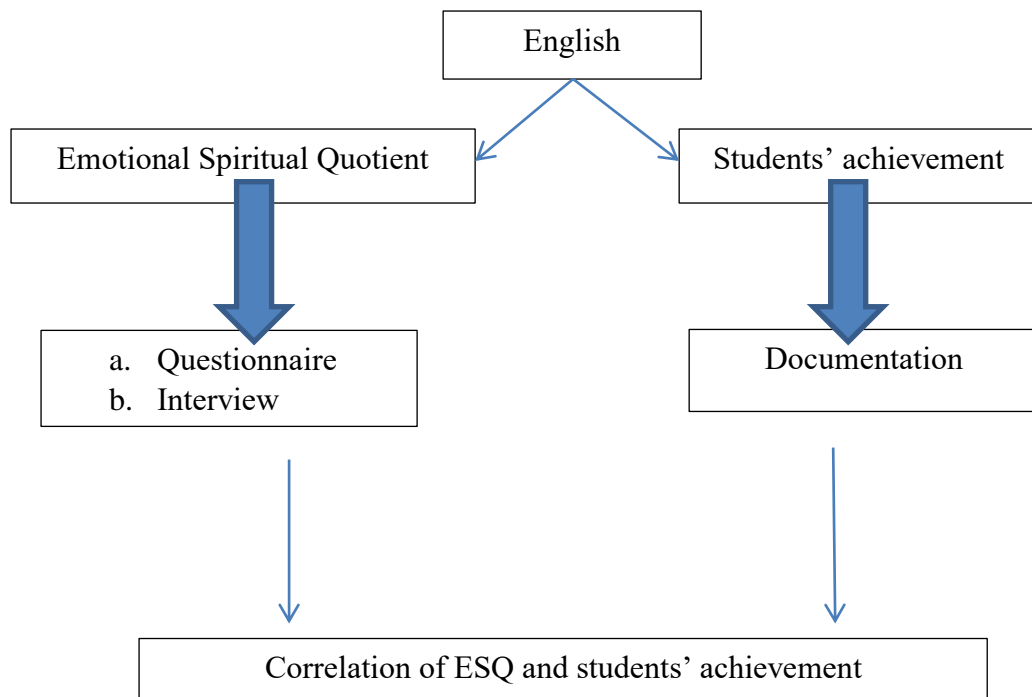
The result of learning was the ability of the skills, attitudes and skills acquired learner after he received treatment given by teachers so that they could construct knowledge in their daily lives. Learning outcomes were achieved is influenced by two factors namely factor of the self-learners and the factor of external self-learners. Factor of this opinion in question was self-learners factor in its ability changed as proposed by Clark stated that the study of students at the school 70% influenced by the ability of participants vote and 30% of students were influenced by the environment. Likewise factor of self-learners outside the environment of the most dominant form of learning environment. The study of students affected by the ability of learners and the quality of teaching. The quality of teaching in question was owned by a professional teacher. That was the basic ability of teachers in the fields of cognitive (intellectual), field attitude (effective) and the field of behavioral (cognitive).

Of keeping the above opinion, it was the study of students affected by two factors of individual learners in the environment. thus the learning outcomes were achieved or obtained something to learners thanks to their effort or mind which secure it was expressed in the form of mastery, knowledge, and skills base

contained in the various aspects of life so that it looked at individual changes in behavior quantitatively.

### C. Conceptual framework

The focus in this research was the correlation between Emotional Spiritual Quotient and students' achievement. The conceptual framework of this research describes in the following diagram:



*Figure 2.1 Conceptual Framework*

The variable of this research were Emotional Spiritual Quotient and students achievement in English. Student Emotional Spiritual Quotient would be analyzed by questionnaire test and interview also while students' achievement would be analyzed by documentation. Next, the

researcher correlate the result of interview, questionnaire test, and documentation to get the result of this research.

#### **D. Hypothesis**

$H_0$  = There is no significant correlation between Emotional Spiritual Quotient (ESQ) and students achievement in English.

$H_a$  = There is a significant correlation between Emotional Spiritual Quotient (ESQ) and students achievement in English.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consisted of five main sections, namely research method, population and sample, reserach instrument, procedure of collecting data, and technique of data analysis.

#### **A. Research Method**

##### **1. Research design**

This research was a correlation research with quantitative approach. Emzir (2009:37) stated that, a correlation research involves collecting data to determine whether, and to what degree a relationship between two or more variables that can be quantified. This research aimed to determine the correlation between emotional spiritual quotient and students' achievement in English.

##### **2. Research variable**

Research variable stated by Sugiyono (2015:61) is an attribute or trait or value of people, object, or activities that have a certain variation defined by researches to learn and then make conclusions about it. The types of research variable were the following.

- a. The independent variable is variable that affect or the cause of the change or emergence of the dependent variable Sugiyono (2015:61). The independent variable of this research was Emotional Spiritual Quotient.

- b. The dependent variable is the variable that affected or which becomes due, because of the independent variable Sugiyono (2015:61). The dependent variable of this research is students achievement.

## **B. Population and Sample**

### **1. Population**

Population is the generalization region consisting of the object or subject that had certain characteristics and the quantity set by the researchers to be learned and then drawn conclusions Sugiyono (2015: 297). Population was the member of the research subjects. The population of this research were students of eleventh grade in senior high school 6 Takalar. There were 7 classes are IBB 1, IIS 1, IIS 2, MIA 1, MIA 2, MIA 3, and , MIA 4 with total number of student were 224 students.

### **2. Sample**

The sample was a member of the chosen or drawn from a population. The amount of sample required varies with the purpose of uptake and the level of homogeneity of the population Arikunto (2015: 297). This research used purposive sampling. According to Sugiyono (2016: 85) purposive sampling was data source sampling technique with certain consideration. From the population, class XI MIPA 1 was selected as sample of this research because this sample contains the most research characteristic about ESQ. The sample of this research were 20 students.

### **C. Research Instrument**

In this research the researcher gave students some question about ESQ and used some instrument like documentation, questionnaire and interview:

#### **1. Technical Documentation**

The researcher used documentation to take students data especially English subject. Test documentation was obtained from the respective subject teachers were then used to determine the achievement of the students. The documentations of this research were in the form of images and student learning outcomes in the form of the value of report cards.

#### **2. Technical questionnaire**

The researcher used the questionnaire to obtain more accurate data related ESQ which owned by students. With ESQ the researcher seen the result of the response from students if students gave a negative or positive response. There were consisted of five choices, they were; (a) SA = Strongly Agree, (b) A = Agree , (c) U = Undecided, (d) D = Disagree, (e) SD = Strongly Disagree. In this questionnare consisted of two statements categories, there were positive category and negative category. For the positive and negative statements, give score as follow:

**Table 1 Answer Score to Every Questions**

<b>Items</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Positive	1	2	3	4	5

Negative	5	4	3	2	1
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Table above explained that the numbers 1 to 5 are the scores for positive questions, while the 5 to 1 score for negative questions. In the stage of questionnaire there were several items in it as in Emotional quotient there self-awareness there were three numbers, Self - management two numbers, motivation there were three numbers, three numbers, three relationship and three relationship numbers. Then spiritual quotient absolute and openness there were three numbers, self-knowledge there were six numbers and spiritual non-dogmatism there were two numbers.

### **3. Technical Interview**

The researcher used interview to see ESQ owned by students. The researcher thought it easier to know personal of the students and ESQ, because there was interaction between researcher and students. The researcher classified the data through interviews. Besides that, interview helped to strengthen and clarify information gained from previous research. The interviews of this research were three parts, first motivation, second self-Confidence, and the last anxiety.



## **D. Procedure of Collecting Data**

The researcher used three stages to collecting data as follows:

### **1. Documentation stage**

The researcher conducted research directly into the field to collect data, and the most important was to do a survey to the school which a research location, and asked the teacher about students' learning outcome to be made as documentation. The documentation stage researcher took several test that students everyday daily quiz, exam classmate, until the report card results or the final score of the students was a few months ago so that researcher could make documentation to comparison between the learning outcomes of students with now.

### **2. Questionnaires stage**

In this stage the researcher included in the class to provide some test about ESQ and explained how to fill out the questionnaire. Researcher conveyed the intent and purpose of the researcher conducting this research, then the researcher distributed sheet ESQ questionnaire to measure the ability of learners, as well as retrieved documents at the school in the form of grades learners to see the extent to which the results of their study in subjects especially English.

### **3. Interview stage**

At the interview stage researcher asked several questions about the emotional spiritual quotient to the students. This phase was the researcher want to know about the Emotional Spiritual Quotient which is owned

students. After finishing interview, the researcher known the answer which given by the students, thus simplifying data collection. Besides preparing research instrument which includes the questionnaires and documents for the data collection process.

## **E. Technique of Data Analysis**

After the researcher gave a questionnaire about ESQ to some students, researcher asked students daily tests and grades in daily to the teachers concerned after the researchers compare the test results with now. The researcher used the formula as following.

### **1. Percentage**

Calculate the percentage by used the formula as stated Arikunto (2013) as follow:

$$P = \frac{f}{N} \times 100\%$$

Notation :

P : percentage

F : frequency

N : the total of respondent

### **2. Correlation Product Moment**

#### **a. Formula**

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

Notation :

X : Score of the questionnaire

Y : Score of the student achievement

$\sum X$  : The sum of all the score questionnaire

$\sum Y$  : The sum of all the student achievement

n : Total number of subject

$\sum X^2$  : The sum of all the square: square each score and add up all the square of questionnaire

$\sum Y^2$  : The sum of all the square: square each score and add up all the square of student achievement

$(\sum X)^2$  : The square of sum: add up all the score and square the sum, or total of questionnaire

$(\sum Y)^2$  : The square of sum: add up all the score and square the sum, or total of student achievement.

(Arikunto in Yuliana, 2006:247)

- b. The researcher used the “r table value” to interpreted the result of the correlation analysis as follow on table below :

Table 2 **Interpretation**

<b>r Value</b>	<b>Interpretation</b>
0,80 to 1,000	High correlation
0.60 to 0,799	Substantial correlation
0,40 to 0,599	Moderate correlation
0,20 to 0,399	Low correlation
0,00 to 0,199	Very Low correlation

(Arikunto in Yuliana, 2006:279)

## CHAPTER IV

### FINDINGS AND DISCUSSION

The chapter dealt with findings and discussion. The result of data analysis was presented in finding and further explanation was presented in discussion.

#### A. Findings

The findings of this research were taken from the result of the questionnaire and students' learning achievement. The data were collected from 20 students. In order to give clear description of the findings, the researcher explained them as follows:

##### 1. Emotional Spiritual Quotient (ESQ) at eleventh grade in senior high school 6 Takalar.

The result of the percentage of Emotional Spiritual Quotient (ESQ) owned by the students in senior high school 6 Takalar.

##### a. Emotional Quotient

There were table below showed the rate percentage of score of questionnaire from 20 students, where F/P = Frequency and Percentage, SA = Strongly Agree, AG= Agree, UD = Undecided, DG = Disagree SD = Strongly Disagree.

**Table 4.1** Item 1

Questionnaire	F/P	SA	AG	UD	DG	SD	Total
<i>I can know more about the deficiencies I have.</i>	F	14	6	0	0	0	20
	P	70%	30%	0%	0%	0%	100%

Questioner Number one showed the rate percentage of score of questionnaire from 20 students, there were 14 (70%) students chose strongly agree, 6 (30%) students chose agree, 0 (0%) students chose undecided, 0 (0%) students chose disagree and none choose strongly disagree. From the percentage above showed that more students who know the advantage and disadvantage, they have in the students who did not know the advantage and disadvantage.

**Table 4.2** Item 2

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I always introspect myself.</i>	F	7	13	0	0	0	20
	P	35%	65%	0%	0%	0%	100%

*Questioner Number two* showed the rate percentage of score of questionnaire from 20 students, there were 7 (35%) students chose strongly agree, 13 (65%) students chose agree, (0%) students chose undecided, 0 (0%) students chose disagree and none chose strongly disagree. It mean that, more students were able introspect their self in comparison who was not.

**Table 4.3** Item 3

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I can understand the cause of the motion.</i>	F	12	8	0	0	0	20
	P	60%	40%	0%	0%	0%	100%

Questioner number three showed the rate percentage of score of questionnaire from 20 students, there were 12 (60%) students chose strongly agree, 8 (40%) students chose agree, 0 (0%) student chose undecided 0 (0%) and none chose strongly disagree. It means that, the table of percentage above could

be said more students were able to understand the Emotional arising from within themselves in comparison.

**Table 4.4** Item 4

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I can manage and control my emotions in any situation.</i>	F	4	7	5	4	0	20
	P	20%	35%	25%	20%	0%	100%

Questioner number four showed the rate percentage of score of questionnaire from 20 students, there were 4 (20%) students chose strongly agree, 7 (35%) students chose agree, 5 (25%) students chose undecided and the rest 4 (20%) students chose disagree and none chose strongly disagree. Meaning of the above research was the student who could control himself in any situation the results were balanced.

**Table 4.5** Item 5

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I think the criticism is effective.</i>	F	2	9	6	3	0	20
	P	10%	45%	30%	15%	0%	100%

Questioner number five showed the rate percentage of score of questionnaire from 20 students, there were 2 (10%) student chose strongly agree, 9 (45%) students chose agree, 5 (25%) students chose undecided and the rest 3 (15%) students chose disagree and none chose strongly disagree. The purpose of the table percentage above was that more people could respond effectively to criticism than those who was not.

**Table 4.6** Item 6

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I was able to motivate and give encouragement to always advance to myself own.</i>	F	6	12	2	0	0	20
	P	30%	60%	10%	0%	0%	100%

Questioner number Six above showed the rate percentage of score of questionnaire from 20 students, there were 6 (30%) students chose strongly agree, 12 (60%) students chose agree, 2 (10%) students chose undecided and the rest 0 (0%) students chose disagree and none chose strongly disagree. It mean that, more students were claiming that they were able to provide motivation and encouragement from within themselves in comparison with those who disagree.

**Tabel 4.7** Item 7

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I always have an optimistic attitude (not easily give up) to achieve the goals I want.</i>	F	10	9	1	0	0	20
	P	50%	45%	5%	0%	0%	100%

Questioner number seven above showed the rate percentage of score of questionnaire from 20 students, there were 10 (50%) students chose strongly agree, 10 (50%) students chose agree, 0 (0%) students chose undecided and the rest 0 (0%) student chose disagree and none chose strongly disagree. It mean that, more students had an optimistic attitude than those who was not.

**Table 4.8** Item 8

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I'm always excited to improve my achievements.</i>	F	7	12	1	0	0	20
	P	35%	60%	5%	0%	0%	100%

Questioner number eight above showed the rate percentage of score of questionnaire from 20 students, there were 7 (35%) students chose strongly agree, 12 (60%) students chose agree, 1 (5%) students chose undecided and the rest 0 (0%) student chose disagree and none chose strongly disagree. It mean that, more students were eager to improve learning achievement than those who was not.

**Table 4.9** Item 9

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I can visualize what other people feel, like sadness and happiness.</i>	F	8	9	3	0	0	20
	P	40%	45%	15%	0%	0%	100%

Questioner number nine above showed the rate percentage of score of questionnaire from 20 students, there were 8 (40%) students chose strongly agree, 9 (45%) students chose agree, 3 (15%) students chose undecided and the rest 0 (0%) students chose disagree and none chose strongly disagree. It mean that, in the view from the presentation above that more people who have empathy towards others than those who was not.

**Table 4.10** Item 10

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I am trying to sound good and to give positive responses (responses).</i>	F	6	12	2	0	0	20
	P	30%	60%	10%	0%	0%	100%

Questioner number above showed the rate percentage of score of questionnaire from 20 students, there were 6 (30%) students chose strongly agree, 12 (60%) students choose agree, 2 (10%) students chose undecided and the rest 0 (0%) students chose disagree and none chose strongly disagree. It mean that, more



students were choosing to be good listeners with a positive response than disagree.

**Table 4.11** Item 11

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I am trying to understand the interest of others.</i>	F	5	8	5	2	0	20
	P	25%	45%	25%	10%	0%	100%

Questioner number eleventh above showed the rate percentage of score of questionnaire from 20 students, there were 5 (25%) students chose strongly agree, 8 (40%) students chose agree, 5 (25%) students chose undecided and the rest 2 (10%) students chose disagree and none chose strongly disagree. It meant that, from the result of the above research could be said that people who could understand other people more than those who was not.

**Table 4.12** Item 12

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I have been easy to adapt to other people, even to people who are just familiar.</i>	F	1	9	7	3	0	20
	P	5%	45%	35%	15%	0%	100%

Questioner number twelve above showed the rate percentage of score of questionnaire from 20 students, there were 1 (5%) students chose strongly agree, 9 (45%) students chose agree, 7 (35%) students chose undecided and the rest 3 (15%) students chose disagree and none chose strongly disagree. It mean that, more people were easy adaptable to others than those who was not.

**Table 4.13** Item 13

Questionnaire	F/P	SA	AG	UD	DG	SD	Total
<i>I am trying to maintain good relationship with others.</i>	F	5	12	1	2	0	20
	P	25%	60%	5%	10%	0%	100%

Questioner number thirteen above showed the rate percentage of score of questionnaire from 20 students, there were 1 (5%) student chose strongly agree, 12 (60%) students choose agree, 6 (30%) students chose undecided and the rest 1 (5%) students chose disagree and none chose strongly disagree. It mean that, more students could build relationship with other than those who was not.

**Table 4.14** Item 14

Questionnaire	F/P	SA	AG	UD	DG	SD	Total
<i>I have a good ability in tying up my network in social relationships.</i>	F	1	13	5	1	0	20
	P	5%	65%	35%	5%	0%	100%

Questioner number fourteen above showed the rate percentage of score of questionnaire from 20 students, there were 5 (25%) students chose strongly agree, 12 (60%) students chose agree, 7 (35%) students chose undecided and the rest 0 (0%) student chose disagree and none chose strongly disagree. It mean that, more people could establish cooperative relationship with others than those was not.

### **b. Spiritual Quotient**

There were table below showed the rate percentage of score of questionnaire from 20 students. Where F/P = Frequency and Percentage, SA = Strongly Agree, AG= Agree, UD = Undecided, DG = Disagree SD = Strongly Disagree.

**Table 4.15** Item 1

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I am able to synchronize my words and actions.</i>	F	2	16	1	1	0	20
	P	10%	80%	5%	5%	0%	100%

Questioner Number one above showed the rate percentage of score of questionnaire from 20 students, there were 2 (10%) students chose strongly agree, 16 (80%) students chose agree, 1 (5%) students chose undecided 1 (5%) and the rest 0 (0%) students chose disagree and none chose strongly disagree. It mean that, from the result of the presentation above that the students who have honest attitude and openness was classify good.

**Table 4.16** Item 2

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I am a reliable person.</i>	F	2	11	5	2	0	20
	P	10%	55%	25%	10%	0%	100%

Questioner number two above showed the rate percentage of score of questionnaire from 20 students, there were 2(10%) students chose strongly agree, 11 (55%) students chose agree, 5 (25%) students chose undecided 2 (10%) and the rest 0 (0%) student chose disagree and none chose strongly disagree. It mean that, more students were unable to tune their words and behavior.

**Table 4.17** Item 3

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I always approve of promised promises.</i>	F	2	10	6	2	0	20
	P	10%	50%	30%	10%	0%	100%

Questioner number three above showed the rate percentage of score of questionnaire from 20 students, there were 2 (10%) students chose strongly agree, 10 (50%) students chose agree, 6 (30%) students chose undecided 2 (10%) and the rest 0 (0%) students chose disagree and none chose strongly disagree. It means that, more students who did not believe in themselves were reliable or not. It mean that, people who could trust themselves to keep promises or not it had balanced results.

**Table 4.18** Item 4

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I know visi and mission of my life, so that I know the world of my life.</i>	F	6	13	1	0	0	20
	P	30%	65%	5%	0%	0%	100%

Questioner number four above showed the rate percentage of score of questionnaire from 20 students, there were 6 (30%) students chose strongly agree, 13 (65%) students chose agree, 1 (5%) students chose undecided and the rest 0 (0%) student chose disagree and none chose strongly disagree. It mean that, the table above shows that many students who can know the vision and mission in comparison that was not.

**Table 4.19** Item 5

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I have trained myself to see if, I am blessed.</i>	F	3	13	4	0	0	20
	P	15%	65%	20%	0%	0%	100%

Questioner number five showed the rate percentage of score of questionnaire from 20 students, there were 3 (15%) students chose strongly agree,

13 (65%) students chose agree, 4 (20%) students chose undecided and the rest 0 (0%) student chose disagree and none chose strongly disagree. It mean that, many students cold train themselves with their hearts than those who were not.

**Table 4.20** Item 6

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I am thinking of losing someone else, in spite of being self-directed.</i>	F	6	10	4	0	0	20
	P	30%	50%	20%	0%	0%	100%

Questioner number Six above showed the rate percentage of score of questionnaire from 20 students, there were 4 (10%) students chose strongly agree, 10 (50%) students chose agree, 6 (30%) students chose undecided and the rest 0 (0%) student chose disagree and none chose strongly disagree. It mean that, more students were using their spiritual aspect to solve each other's problems.

**Table 4.21** Item 7

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I always think that when I harm other people, it means I am harming myself.</i>	F	5	15	0	0	0	20
	P	25%	75%	0%	0%	0%	100%

Questioner number seven above showed the rate percentage of score of questionnaire from 20 students, there were 5 (25%) students chose strongly agree, 15 (75%) students chose agree, 0 (0%) student chose undecided and the rest 0 (0%) student choose disagree and none choose strongly disagree. It mean that, from table percentage above could be explained that more people who regret his actions when it harms others.

**Table 4.22** Item 8

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I have not done the act of causing loss or damage to the environment, of nature, and of other living beings.</i>	F	11	9	0	0	0	20
	P	55%	45%	0%	0%	0%	100%

Questioner number eight above showed the rate percentage of score of questionnaire from 20 students, there were 11 (55%) students chose strongly agree, 9 (45%) students chose agree, 0 (0%) student chose undecided and the rest 0 (0%) students choose disagree and none chose strongly disagree. It mean that, from table percentage above could be explained that more people were trying to keep the environment and fellow creatures alive.

**Table 4.23** Item 9

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I'm trying to do something good.</i>	F	6	12	2	0	0	20
	P	30%	60%	10%	0%	0%	100%

Questioner number nine above showed the rate percentage of score of questionnaire from 20 students, there were 6 (30%) students chose strongly agree, 12 (60%) students chose agree, 2 (10%) students chose undecided and the rest 0 (0%) students chose disagree and none chose strongly disagree. From table percentage above could be concluded that students who was good to anyone more than those who was not.

**Table 4.24** Item 10

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I am thinking positively in facing</i>	F	7	11	1	0	0	20

<i>the various problems of my life.</i>	P	35%	55%	5%	0%	0%	100%
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Questioner number ten above showed the rate percentage of score of questionnaire from 20 students, there were 7 (35%) students chose strongly agree, 11 (55%) students chose agree, 1 (5%) students chose undecided and the rest 0 (0%) students chose disagree and none chose strongly disagree. It mean that, students who are able to face the problem of their life with positive response was more than those who was not.

**Table 4.25** Item 11

<b>Questionnaire</b>	<b>F/P</b>	<b>SA</b>	<b>AG</b>	<b>UD</b>	<b>DG</b>	<b>SD</b>	<b>Total</b>
<i>I've taken the blessings of every event I've experienced.</i>	F	13	7	0	0	0	20
	P	65%	35%	0%	0%	0%	100%

Questioner number eleventh above showed the rate percentage of score of questionnaire from 20 students, there were 13 (65%) students chose strongly agree, 7 (35%) students chose agree, 0 (0%) student chose undecided and the rest 0 (0%) student chose disagree and none choose strongly disagree. It meant that, more students could take lesson from every problem the face.

Questionnaire score was the result of all students' answers obtained from the Questionnaire was given by the researcher. Questionnaire score contains 25 questions that must be answered by students to know the results of the questionnaire. The findings showed the total of students' achievement score was Emotional Quotient 1143 and Spiritual quotient 913. The highest score was 64 and the lowest was 50 for Emotional Quotient and the highest score for Spiritual Quotient was 54 and the lowest was 40. It can be concluded that the result of

Emotional Spiritual Quotient owned by the students of senior high school 6 Takalar above average.

## **2. Students Achievement in English at Eleventh Grade in Senior high school 6 Takalar.**

Learning achievement was derived from the last score in the report. This score was expected to reflect their achievement (variable y) more accurately. The findings indicate that the total score of student achievement was 1561. The highest score was 81 and the lowest was 72. It can be concluded that the results of learning English owned by students of senior high school 6 Takalar above average. (See Appendix 3)

## **3. The Significant Correlation between Emotional Spiritual Quotient and Students' achievement in English at eleventh grade in senior high school 6 Takalar.**

To interpret the result of this research, the researcher used statistical method, in which the data were analyzed by using the person product moment formula. Variable X was used to represent the score of students questionnaire activity and Variable Y used to represent the score of student achievement. Then the hypothesis was tested by using person product moment coefficient correlation. Before analyzing the data, the researcher presented the description of the correlation as follows. (See Appendix 5).

In order to find the correlation coefficient, the questionnaire scores (variable x) and students learning achievement (variable y) were calculated by using Product Moment Correlation statistical procedure. The formula as follows:



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

$$r_{xy} = \frac{20.162090 - (2075)(1561)}{\sqrt{[20(65705) - (1306449)][(20)(121971) - (2436721)]}}$$

$$r_{xy} = \frac{3241800 - 3239075}{\sqrt{[1314100 - (1306449)][2439420 - (2436721)]}}$$

$$r_{xy} = \frac{2725}{\sqrt{(7651)(2699)}}$$

$$r_{xy} = \frac{2725}{\sqrt{20650049}}$$

$$r_{xy} = \frac{2725}{4544,232}$$

$$r_{xy} = 0,599$$

From the calculation, the index value of correlation coefficient was found to be **0,599**. According to "r table value", this number was classified into the table of correlation, which meant that there was categorized moderate correlation between the two variables.

**Table 4.26 Interpretation of The Correlation Between ESQ and Students' Achievement.**

<b>r Value</b>	<b>Interpretation</b>
0,80 to 0,100	High correlation
0.60 to 0,799	Substantial correlation
<b>0,40 to 0,599</b>	<b>Moderate correlation</b>
0,20 to 0,399	Low correlation
0,00 to 0,199	Very Low correlation

(Arikunto in Yuliana, 2006:279)

Furthermore, the hypothesis testing showed that the index value of correlation coefficient ( $r_{xy}$ ) of 0,599 was higher than the index value of correlation coefficient of the Product Moment table ( $r_t$ ) of 0,468 which meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In conclusion, there was a significance correlation between the two variables.

Additionally, the researcher has given a task interview to 20 students of XI MIPA to find out emotional spiritual quotient owned by the students. There were six questions in interview as follow:

1. Do you feel that the purposive English is important ? Why?
2. Are you trying to find out what you do understand in learning English ? Why?
3. Does English speak well effect your future life ? Why?
4. Are you happy if you can communicate with native teacher in English fluently ? Why?
5. Are you experiencing confusion in Learning English, it makes you not want to learn more anymore ? Why?
6. Are you very worried when asked to practice English outside the school environment ? Why?

Refer to the data interview the researcher concluded that students enthusiastic to answer every questions which has given from the researcher. It means that the student had a good care to other people as social human. From this, we could see the positive motivation in learning English own by the student. More student gave respond that they were interested English and wanted to improve

English in the class also outside the school environment. Because English was very important for their future life such as in continue of education and getting work. Beside that the students were closer with their self-confidence without forgot attitude in communication. It was appearing that they could control their emotional quotient and spiritual quotient well. Although there was students feel anxiety such as less able to express their feeling because of shy. However researcher could see relationship between EQ, SQ, and IQ owned by the student.

## **B. Discussion**

After calculating and formulating the results of the score questionnaire and student achievement in English at eleventh grade in senior high school 6 Takalar. It can be said that, emotional spiritual quotient give a impact for student learning outcomes.

Relationship between different types of intellegence and student achievement (Arbabisarjou, 2013) found that the conclusion was emotional and spiritual growth includes personal growth and also goes beyond it. This started with promotion of self-awareness and develops with tha challange about humans. Therefore, it was possible achieve through conducting an effective educational system based on the spiritually and it was preconditions and emotional characteristics in nourishing different abilities of human beings in coordinate manner.

Relationship between Intellectual Quotient, Emotional Quotient, and Spiritual Quotient with Entrepreneur's Performance (Muttaqiyatum, 2010) the result of this research conducted that there was a relationship and influence of EQ,

IQ, and SQ factors with the entrepreneur's performance simultaneously. Therefore entrepreneurs must optimize the EQ, IQ, and SQ factors. These three factors must be balanced and sustainable.

The Effect of Intellectual Quotient, Emotional Quotient and Spiritual Quotient on the Ethical Attitudes of Accounting Students in Denpasar City (Riasning, 2017). The results of this study which place SQ as a variable that influences 'dominant' towards ethical attitudes are also closely related to the existence of students as targets (respondents) of this study where students as students from a college will be educated based on educational processes that emphasize one's moral formation.

The description of the data collection through the test and student score as explained in the previous section that ESQ and student achievement has correlation. Learning achievement showed the level of ability of students in following the program of college in a certain time in accordance with the predetermined curriculum. Learning achievement was usually indicated in the form of letters or numbers, the high low indicates how far the students have mastered the material that has been given, but it was no longer acceptable because the report card not only showed how far the students have mastered the subject matter that has been given.

Emmons (2001) argued that some peoples had high intelligence quotient scores, but they had not good life and loss their potentiality of achievement because of incorrect thought, behavior, and transmission. Other levels of intelligence are the imprecise sections in this balance of achievement. Soebyakto

(2012) also assumed that people could have an IQ standard through how seriously attended educational institutions, formally and graduated as engineers, economist and many more. Emotional quotient as EQ could be enhanced every day. However, it was quite different when compared with IQ, because EQ uses more 'feeling' rather than IQ.

Andriani (2014) assumed that Emotional intelligence has very important role in achieving student achievement at school and after going out later, self-regulating, self-motivation, having an empathetic attitude and good social sensitivity in achieving life goals. In addition, some studies confirmed the separation of emotional intelligence from academic intelligence, and find the relationship between the value of an academic achievement test or an IQ and a person's emotional well-being, because people who experience great anger or depression can still feel prosperous if they have compensation in the form of happy or happy moments (Goleman, 2002: 78).

ESQ and student learning outcomes in senior high school 6 Takalar could be influenced by several factor owned by the students, learners was clearly very important in calculating individual differences in learning outcomes. Whereas learners' beliefs about language learning tend to change, not only affecting the overall progress but also the responses to certain learning activities on a daily basis and even moment by moment. (Ellis R, 1994: 483).

The conclusion of the discussion above was the students were given motivations and the introduction of Emotional Spiritual Quotient by the teacher, that the formation of character or human relationship and to the religion was very

important for their life in the future. The students were good enough understand themselves clearly and their function lives in a world that not only had a good IQ but should have good morality. Therefore, easy in choosing the students who had good idea where they were smart and who were not very good at learning English well. It means that, Emotional Spiritual Quotient (ESQ) have impact on Students achievement in English at eleventh grade in senior high school 6 Takalar.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

From the result of analysis of research data which have been done finally can conclude as follows:

1. The level of Emotional Spiritual Quotient at eleventh grade of senior high school 6 Takalar classified moderate based on the r table with the result of  $r_{xy}$  was 0,599.
2. The level of students' achievement in English at eleventh grade of senior high school 6 Takalar considered dominantly average achievement with the lowest score was 72 and the highest score was 81.
3. After measuring the correlation between ESQ and students achievement in English, the researcher found  $r_{xy}$  higher than  $r_t$  or 0,599 > 0,468 which meant that  $H_0$  was rejected and  $H_a$  was accepted. It showed us that there was significant correlation between Emotional Spiritual Quotient and students' achievement in English at senior high school 6 Takalar.

#### B. Suggestions

Based on the findings of the research, some suggestions addressed to the teacher or lecturer, the students, and the next researcher to improve students' ability in English especially English score.

### 1. For the Teachers or Lecturer

In teaching or learning activity, especially in English, the teacher or lecturer could give the materials used different ways. For example, used motivation about the importance of having a good ESQ is not only high IQ but attitude and also determines the future of the student in teaching English, therefore in made it effective and efficient. Used this technique was possible to asked students improving theirs self-confidence in study English at the school because English was important to them, besides their English competence in the their class.

### 2. For the Students

They must study hard if they want to be successful in mastering English. It was suggested to the students who need improvement in their English skill may try to motivation theirs self or their self-confidence. And students must know to be a successful not only smart but having a good ESQ. In addition, to optimize English learning, the students must study hard and have a good ESQ to be a success people.

### 3. For the Researcher

It was suggested to other researchers to complete this research by conducting any other researches on Emotional Spiritual Quotient. Based on the explanation above the writer would like to suggest other researcher, that the result of the study can be used as additional reference for further research with different sample and occasions. This research has many limitations and more researches should be conducted on this topic. Future researchers may conduct a study with a



different and broader population and a larger sample. In addition, the variables may be modified, future researchers can try to find a relationship between Emotional Spiritual Quotient and other language skills or competence, such as English skill or English competence. Another interesting approach to this topic was finding out if people's preference for affective filter hypothesis has any influence on their achievement.

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# **APPENDICES**

Appendix 1

**QUESTIONNAIRE**

***The Correlation Between ESQ (Emotional Spiritual Quotient) and Students' Achievement in English at Eleventh Grade in Senior High School 6 Takalar***

Name :	Score _____
Class :	
Id Number :	

Berikan tanda centang pada jawaban pertanyaan sesuai dengan keadaan Anda!

1. Sangat Tidak Setuju (STS)
2. Tidak Setuju (TS)
3. Tidak Ada Pendapat (TP)
4. Setuju (S)
5. Sanga Setuju (SS)

**1. Emotional Quotient**

No.	Pernyataan	STS	TS	TP	S	SS
	<b>Self Awareness</b>					
1.	Saya dapat mengetahui kelebihan dan kekurangan yang saya miliki. <i>I can know the strengths and weaknesses that I have.</i>					
2.	Saya selalu mengintrospeksi diri saya sendiri. <i>I always introspect myself.</i>					
3.	Saya dapat memahami penyebab timbulnya emosi <i>I can understand the cause of the motion.</i>					
	<b>Self Management</b>					
4.	Saya dapat mengelola dan mengendalikan emosi diri dalam situasi apapun.					

	<i>I can manage and control my emotions in any situation.</i>					
5.	Saya mampu menanggapi kritik secara efektif. <i>I am able to respond to criticism effectively.</i>					
	<b>Motivation</b>					
6.	Saya mampu memotivasi dan memberikan dorongan untuk selalu maju kepada diri saya sendiri. <i>I was able to motivate and give encouragement to always advance to myself own.</i>					
7.	Saya selalu memiliki sikap optimis (tidak mudah menyerah) untuk meraih tujuan yang saya inginkan. <i>I always have an optimistic attitude (not easily give up) to achieve the goals I want.</i>					
8.	Saya selalu bersemangat untuk meningkatkan prestasi. <i>I'm always excited to improve my achievements.</i>					
	<b>Emphaty</b>					
9.	Saya bias merasakan apa yang dirasakan oleh orang lain, seperti kesedihan dan kebahagiaan. <i>I can visualize what other people feel, like sadness and happiness.</i>					
10.	Saya berusaha menjadi pendengar yang baik dan memberikan responpositif (tanggapan). <i>I am trying to sound good and to give positive responses (responses).</i>					
11.	Saya selalu berusaha memahami kepentingan orang lain. <i>I am trying to understand the interests of others.</i>					
	<b>Relationnship</b>					
12.	Saya selalu mudah untuk beradaptasi dengan orang lain, bahkan pada orang yang baru saya kenal. <i>I have been easy to adapt to other people, even to people who are just familiar.</i>					

13.	Saya selalu berusaha membina hubungan baik dengan orang lain. <i>I am trying to maintain good relationships with others.</i>					
14.	Saya memiliki kemampuan yang baik dalam mengikat jaringan kerja dan dalam hubungan sosial. <i>I have a good ability in tying up my network in social relationships.</i>					

## 2. Spiritual Quotient (SQ)

No.	Pernyataan	STS	TS	TP	S	SS
	<b>Mutlak Jujur dan Keterbukaan</b> <i>Absolute Honest and Openness</i>					
1.	Saya mampu menyelaraskan antara perkataan dan perbuatan yang saya lakukan. <i>I am able to synchronize my words and actions.</i>					
2.	Saya adalah orang yang dapat diandalkan. <i>I am a reliable person.</i>					
3.	Saya selalu menepati janji bila berjanji. <i>I always approve of promised promises.</i>					
	<b>Pengetahuan Diri</b>					
4.	Saya tahu visi dan misi hidup saya, sehingga saya tahu apa tujuan dari kehidupan saya. <i>I know visi and mission of my life, so that I know the world of my life.</i>					
5.	Saya selalu melatih diri untuk melihat sesuatu dengan matahati. <i>I have trained my self to see if I am blessed.</i>					
6.	Saya selalu menggunakan aspek spiritual dalam menghadapi dan memecahkan berbagai permasalahan. <i>I always use spiritual aspects in dealing with and solving various problems.</i>					



7.	Saya selalu berpikir ketika saya merugikan orang lain, berarti saya merugikan diri sendiri. <i>I always think that when I harm other people, it means I am harming myself.</i>					
8.	Saya selalu berusaha tidak melakukan tindakan yang menyebabkan kerugian atau kerusakan pada lingkungan, alam semesta dan makhluk hidup lainnya. <i>I have not done the act of causing loss or damage to the environment, of nature, and of other living beings.</i>					
9.	Saya selalu berusaha untuk melakukan kebaikan kepada siapapun. <i>I'm trying to do something good.</i>					
	<b>Spiritual Non-Dogmatisme</b>					
10.	Saya selalu berpikir positif dalam menghadapi berbagai persoalan hidup yang saya alami. <i>I am thinking positively in facing the various problems of my life.</i>					
11.	Saya selalu mengambil hikmah dari setiap peristiwa yang saya alami <i>I've taken the blessings of every event I've experienced</i>					

(Adopted from Damanik, 2015)

## QUESTIONNAIRE

### *The Correlation Between ESQ (Emotional Spiritual Quotient) and Students Achievement in English at Eleventh Grade in Senior High School 6 Takalar*

Name : <i>ADNR</i> Class : <i>XI MIPA</i> Id Number : <i>01</i>	Score <hr style="width: 80%; margin: 0 auto;"/>
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Berikan tanda centang pada jawaban pertanyaan sesuai dengan keadaan Anda!

1. Sangat Tidak Setuju (STS)
2. Tidak Setuju (TS)
3. Tidak Ada Pendapat (TP)
4. Setuju (S)
5. Sangat Setuju (SS)

#### 1. Emotional Quotient

No.	Pernyataan	STS	TS	TP	S	SS
	<b>Self Awareness</b>					
1.	Saya dapat mengetahui kelebihan dan kekurangan yang saya miliki. <i>I can know more about the deficiencies I have.</i>					✓
2.	Saya selalu mengintrospeksi diri saya sendiri. <i>I always introspect myself.</i>				✓	
3.	Saya dapat memahami penyebab timbulnya emosi <i>I can understand the cause of the motion</i>					✓
	<b>Self Management</b>					
4.	Saya dapat mengelola dan mengendalikan emosi diri dalam situasi apapun.					✓

	<i>I can manage and control the democracy in any situation.</i>					
5.	Saya mampu menanggapi kritik secara efektif. <i>I think the criticism is effective.</i>				✓	
	<b>Motivation</b>					
6.	Saya mampu memotivasi dan memberikan dorongan untuk selalu maju kepada diri saya sendiri. <i>I was able to motivate and give encouragement to always advance to myself own.</i>				✓	
7.	Saya selalu memiliki sikap optimis (tidak mudah menyerah) untuk meraih tujuan yang saya inginkan. <i>I always have an optimistic attitude (not easily give up) to achieve the goals I want.</i>				✓	
8.	Saya selalu bersemangat untuk meningkatkan prestasi. <i>I'm always excited to improve my achievements.</i>					✓
	<b>Emphaty</b>					
9.	Saya bias merasakan apa yang dirasakan oleh orang lain, seperti kesedihan dan kebahagiaan. <i>I can visualize what other people feel, like sadness and happiness.</i>				✓	
10.	Saya berusaha menjadi pendengar yang baik dan memberikan responpositif (tanggapan). <i>I am trying to sound good and to give positive responses (responses).</i>				✓	
11.	Saya selalu berusaha memahami kepentingan orang lain. <i>I am trying to understand the interests of others.</i>		✓			
	<b>Relationnship</b>					
12.	Saya selalu mudah untuk beradaptasi dengan orang lain, bahkan pada orang yang baru saya kenal. <i>I have been easy to adapt to other people, even to people who are just familiar.</i>				✓	

13.	Saya selalu berusaha membina hubungan baik dengan orang lain. <i>I am trying to maintain good relationships with others.</i>						✓
14.	Saya memiliki kemampuan yang baik dalam mengikat jaringan kerja dan dalam hubungan sosial. <i>I have a good ability in tying up my network in social relationships.</i>					✓	

## 2. Spiritual Quotient (SQ)

No.	Pernyataan	STS	TS	TP	S	SS
	<b>Mutlak Jujur dan Keterbukaan</b> <i>Absolute Honest and Openness</i>					
1.	Saya mampu menyelaraskan antara perkataan dan perbuatan yang saya lakukan. <i>I am able to synchronize my words and actions.</i>				✓	
2.	Saya adalah orang yang dapat diandalkan. <i>I am a reliable person.</i>				✓	
3.	Saya selalu menepati janji bila berjanji. <i>I always approve of promised promises.</i>				✓	
	<b>Pengetahuan Diri</b>					
4.	Saya tahu visi dan misi hidup saya, sehingga saya tahu apa tujuan dari kehidupan saya. <i>I know visi and mission of my life, so that I know the world of my life.</i>				✓	
5.	Saya selalu melatih diri untuk melihat sesuatu dengan matahati. <i>I have trained my self to see if I am blessed.</i>				✓	
6.	Saya selalu menggunakan aspek spiritual dalam menghadapi dan memecahkan berbagai permasalahan. <i>I am thinking of losing someone else, in spite of being self-directed.</i>			✓	✓	

7.	Saya selalu berpikir ketika saya merugikan orang lain, berarti saya merugikan diri sendiri. <i>I always think that whenever I give someone else a chance, I have to maintain myself.</i>				✓	
8.	Saya selalu berusaha tidak melakukan tindakan yang menyebabkan kerugian atau kerusakan pada lingkungan, alam semesta dan makhluk hidup lainnya. <i>I have not done the act of causing loss or damage to the environment, of nature, and of other living beings.</i>				✓	
9.	Saya selalu berusaha untuk melakukan kebaikan kepada siapapun. <i>I'm trying to do something good.</i>					✓
<b>Spiritual Non-Dogmatisme</b>						
10.	Saya selalu berpikir positif dalam menghadapi berbagai persoalan hidup yang saya alami. <i>I am thinking positively in facing the various problems of my life.</i>				✓	
11.	Saya selalu mengambil hikmah dari setiap peristiwa yang saya alami <i>I've taken the blessings of every event I've experienced</i>					✓

(Adopted from Damanik, 2015)

## Appendix 2

### INTERVIEW

#### 1. Motivation

- Apakah anda merasakan bahwa tujuan belajar bahasa Inggris itu penting ? Mengapa ?
- Apakah anda berusaha mencari tahu akan apa yang anda tidak pahami dalam belajar bahasa Inggris ? Mengapa ?

#### 2. Self-Confidence

- Apakah berbahasa Inggris dengan baik berpengaruh bagi kehidupan anda kedepan nantinya ? mengapa ?
- Apakah anda senang jika dapat berkomunikasi dengan native teacher dalam bahasa Inggris secara lancar ? Mengapa ?

#### 3. Anxiety

- Apakah anda mengalami kebingungan dalam belajar bahasa Inggris, itu membuat anda tidak ingin belajar lagi ? Mengapa ?
- Apakah anda sangat cemas jika di minta untuk berlatih bahasa Inggris di luar lingkungan sekolah ? Mengapa ?

(Adopted from Rosalina, 2014)

#### 1. Motivation

- Do you feel that the purpose of learning English is important? Why ?
- Are you trying to find out what you do not understand in learning English? Why ?

#### 2. Self-Confidence

- Does English speak well affect your future life? Why ?
- Are you happy if you can communicate with native teacher in English fluently? Why?

#### 3. Anxiety

- Are you experiencing confusion in learning English, it makes you not want to learn anymore? Why ?
- Are you very worried when asked to practice English outside the school environment? Why ?

Appendix 3

**DOCUMENTATION**

**XI MIPA 1**

**A. Students' Achievement in English**

<b>No.</b>	<b>Nama</b>	<b>Score</b>
01.	Agustia Dwi Nalurita Rohyadi	81
02.	Asriandi	81
03.	Asriani	81
04.	Desi Apriani	78
05.	Dudi Hariwijaya	78
06.	Erwin Rusnadi	78
07.	Faid Fauzal Qadri Syam	79
08.	Habib Rahmat Ramadhan	78
09.	Handayami	81
10.	Hariyadi Manrajai	78
11.	Herlina	78
12.	Ilham Wahyudi Al-Munawar	78
13.	Indrawati	78
14.	Jumatia	80
15.	Muh. Fikri	75
16.	Muh. Ilham	72
17.	Muh. Thamrin	78
18.	Nurul Adilah Putri	72
19.	Putri Utami Nur Zaisyah	76
20.	Rahmat Fajar	81
Total		1561

## B. Documentation









*Appendix 4*  
**QUESTIONNAIRE SCORE OF XI MIPA 1 CLASS**

**A. Emotional Quotient**

No.	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Tot.
01.	Agustia Dwi Nalurita Rohyadi	5	4	5	5	4	4	4	5	4	4	2	4	5	3	58
02.	Asriandi	5	4	5	3	4	5	5	5	4	3	4	3	4	3	57
03.	Asriani	5	4	5	4	4	4	5	5	5	4	4	4	4	4	61
04.	Desi Apriani	5	5	5	2	5	5	4	4	5	5	5	4	5	3	62
05.	Dudi Hariwijaya	5	4	4	3	4	5	5	4	3	4	4	3	4	4	56
06.	Erwin Rusnadi	5	4	4	3	4	4	5	4	3	4	4	4	5	4	57
07.	Faid Fauzal Qadri Syam	4	4	5	5	3	4	5	4	5	5	3	5	5	5	62
08.	Habib Rahmat Ramadhan	5	4	4	4	2	5	5	4	4	4	2	2	2	4	51
09.	Handayani	4	5	5	2	4	5	4	4	5	5	5	4	4	4	60
10.	Hariyadi Manrajai	5	5	5	4	4	4	4	4	5	4	5	4	4	4	61
11.	Herlina	5	4	5	4	5	5	4	5	5	5	5	4	4	4	64
12.	Iiham Wahyudi Al- Munawar	5	5	4	4	3	4	5	5	4	4	3	3	4	4	57
13.	Indrawati	5	5	5	4	2	4	5	4	5	5	4	4	2	4	58
14.	Jumatia	5	5	5	5	4	4	5	5	4	4	5	4	5	4	64
15.	Muh. Fikri	4	4	5	4	3	3	4	4	4	3	3	2	4	3	50
16.	Muh. Ilham	5	4	5	5	2	3	5	4	5	4	4	2	4	4	56
17.	Muh. Thamrin	5	4	4	3	3	4	4	4	3	4	3	3	4	3	51
18.	Nurul Adilah Puri	4	4	4	3	3	4	4	5	4	4	4	3	3	4	53
19.	Putri Utami Nurzaisyah	4	5	4	2	4	4	4	3	4	4	3	3	4	2	50
20.	Rahmat Fajar	4	4	4	4	3	4	4	4	4	5	4	3	4	4	55
Total		94	87	92	73	70	84	90	86	85	84	76	68	80	74	1143

## B. Spiritual Quotient

No.	Nama	1	2	3	4	5	6	7	8	9	10	11	Tot.
01.	Agustia Dwi Nalurita Rohyadi	4	4	4	4	4	3	4	4	5	4	5	45
02.	Aasriandi	3	4	3	3	4	3	4	5	3	4	4	40
03.	Asriani	4	2	2	4	4	4	4	4	4	4	5	41
04.	Desi Apriani	5	4	5	5	3	5	5	5	5	2	5	49
05.	Dudi Hariwijaya	4	5	4	5	5	5	4	4	3	5	5	49
06.	Erwin Rusnadi	4	4	4	4	3	3	4	5	5	3	4	43
07.	Faid Fausal Qadri Syam	4	3	3	4	4	4	5	5	5	5	5	47
08.	Habib Rahmat Ramadhan	2	4	2	5	4	4	5	5	5	4	5	45
09.	Handayani	5	5	5	5	5	5	4	5	5	5	5	54
10.	Hariyadi Manrajai	4	2	3	4	4	5	5	5	4	4	5	45
11.	Herlina	4	4	4	4	4	4	4	4	5	4	5	46
12.	Ilham Wahyudi Al-Munawar	4	4	3	4	4	4	4	4	4	4	5	44
13.	Indrawati	4	3	4	5	4	5	4	5	5	5	5	49
14.	Jumatia	4	4	4	4	4	5	5	5	5	5	5	50
15.	Muh. Fikri	4	4	4	5	4	4	4	4	5	4	4	46
16.	Muh. Ilham	4	4	3	4	5	4	4	4	5	5	4	46
17.	Muh. Thamrin	4	4	4	4	3	3	4	4	4	4	4	42
18.	Nurul Adilah Putri	4	3	4	4	4	4	4	5	4	5	5	46
19.	Putri Utami Nur Zaisyah	4	3	4	4	3	4	4	5	5	4	4	44
20.	Rahmat Fajar	4	3	3	4	4	4	4	4	4	4	4	42
Total		7 9	7 3	7 2	8 5	7 9	8 2	8 5	9 1	9 0	8 4	93	913

Appendix 5

**ANALYSIS OF THE CORRELATION**

<b>Nama</b>	<b>X<sub>1</sub></b>	<b>X<sub>2</sub></b>	<b>Y</b>	<b>XY</b>	<b>X<sub>1</sub><sup>2</sup></b>	<b>X<sub>2</sub><sup>2</sup></b>	<b>Y<sup>2</sup></b>
Agustia Dwi Nalurita Rohyadi	58	50	81	8748	3364	2500	6561
Asriandi	57	45	78	7956	3249	2025	6084
Asriani	61	46	81	8667	3721	2116	6561
Desi Apriani	62	49	78	8658	3844	2401	6084
Dudi Hariwijaya	56	49	78	8190	3136	2401	6084
Erwin Rusnadi	57	46	78	8034	3249	2116	6084
Faid Fauzal Qadri Syam	62	48	81	8910	3844	2304	6561
Habib Rahmat Ramadhan	51	45	78	7488	2601	2025	6084
Handayani	60	54	81	9234	3600	2916	6561
Hariyadi Manrajai	61	45	78	8268	3721	2025	6084
Herlina	64	46	78	8580	4096	2116	6084
Ilham Wahyudi Al-Munawar	57	44	76	7676	3249	1936	5776
Indrawati	58	49	78	8346	3364	2401	6084
Jumatia	64	50	81	9234	4096	2500	6561
Muh. Fikri	50	46	75	7200	2500	2116	5625
Muh. Ilham	56	46	72	7344	3136	2116	5184
Muh. Thamrin	51	42	72	6696	2601	1764	5184
Nurul Adilah Putri	53	46	72	7128	2809	2116	5184
Putri Utami Nur Zaisyah	50	44	72	6768	2500	1936	5184
Rahmat Fajar	55	42	72	6984	3025	1764	5184
<b>Total</b>	<b>1143</b>	<b>932</b>	<b>1540</b>	<b>160109</b>	<b>65705</b>	<b>43594</b>	<b>118798</b>

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

$$r_{xy} = \frac{20.162090 - (2075)(1561)}{\sqrt{[20(65705) - (1306449)][(20)(121971) - (2436721)]}}$$

$$r_{xy} = \frac{3241800 - 3239075}{\sqrt{[1314100 - (1306449)][2439420 - (2436721)]}}$$

$$r_{xy} = \frac{2725}{\sqrt{(7651)(2699)}}$$

$$r_{xy} = \frac{2725}{\sqrt{20650049}}$$

$$r_{xy} = \frac{2725}{4544,232} = 0,599$$

## Appendix 6

TABLE r PRODUCT MOMENT

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1286/FKIP/A.1-II/X/1440/2018  
Lampiran : 1 (Satu) Rangkap Proposal  
Hal : Pengantar LP3M

Kepada Yang Terhormat  
LP3M Unismuh Makassar  
Di-  
Makassar

*Assalamu Alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini :

Nama : SITTI ASRIANI  
NIM : 10535 6002 14  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Sultan Alauddin


Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.

Dengan judul : **The Correlation between ESQ (Emotional Spritual Quotient) and Students Achievement in English at Eleventh Grade in Senior High School 6 Takalar**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb*

Makassar, Oktober 2018

Dekan  
  
Ewid Akib, M.Pd., Ph.D.  
NBM: 860 934



## UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 169/Izn-5/C.4-VIII/X/37/2018  
Lamp : 1 (satu) Rangkap Proposal  
Hal : Permohonan Izin Penelitian

16 Safar 1440 H  
25 October 2018 M

Kepada Yth,  
Bapak / Ibu Bupati Takalar  
Cq. Ka. Badan Kesbang, Politik & Linmas  
di -

Takalar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1286/FKIP/A.1-II/X/1440/2018 tanggal 25 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SITTI ASRIANI  
No. Stambuk : 10535 6002 14  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Correlation between ESQ (Emotional Spritual Quotient) and Students Achievement in English at Eleventh Grade in Senior High School 6 Takalar "

Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ  
 KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : SITTI ASRIANI  
 NIM : 10535600214  
 Judul Penelitian : "THE CORRELATION BETWEEN ESQ (EMOTIONAL SPIRITUAL QUOTIENT) AND STUDENTS ACHIEVEMENT IN ENGLISH AT ELEVENTH GRADE IN SENIOR HIGH SCHOOL 6 TAKALAR"  
 Tanggal Ujian Proposal : 19/10/2018  
 Tempat/Lokasi Penelitian : SMA NEGERI 6 TAKALAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Senin, 5-11-2018	Membawa surat ke sekolah.	Hawariyah, S.pd	<i>[Signature]</i>
2	Selasa 13-11-2018	Membagi angket kepada siswa.	Hawariyah, S.pd	<i>[Signature]</i>
3	Selasa, 27-11-2018	Wawancara dengan siswa	Hawariyah, S.pd	<i>[Signature]</i>
4	Kamis, 29-11-2018	Mengambil surat ket. selesai meneliti	Hawariyah, S.pd	<i>[Signature]</i>
5				
6				
7				
8				
9				
10				

....., Desember ..... 2018

Mengetahui,

Ketua Jurusan,  
*[Signature]*  
 Ummi Khaerati Syam, S.Pd., M.Pd  
 NBM. 977.807

Pimpinan/Kepala sekolah,  
*[Signature]*  
 ILHAM, S.pd., M.pd  
 NIP: 19700408 199512 1 003



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
SMA NEGERI 6 TAKALAR  
Alamat: Jln. Hj. Manila Dg. Pati, Malewang, Kab. Takalar. Telp. (0418)323832



**SURAT KETERANGAN PENELITIAN**  
NO.285/DISDIK/SMA.06/TU/XII/2018

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 6 Takalar Kecamatan Polongbangkeng Utara Kab. Takalar Propinsi Sulawesi Selatan, menerangkan bahwa :

Nama : **SITTI ASRIANI**  
Tempat & Tgl. Lahir : Takalar, 28 Oktober 1996  
Jenis Kelamin : Perempuan  
Jurusan/ Fakultas : Pend. Bahasa Inggris/FKIP UNISMUH Makassar  
NIM : 10535600214  
Alamat : Jln. Alauddin Makassar

Benar telah mengadakan penelitian pada SMA Negeri 6 Takalar dalam rangka penyelesaian Skripsi yang berjudul :

**"THE CORRELATION BETWEEN ESQ (EMOTIONAL SPIRITUAL QUOTIENT ) AND STUDENTS ACHIEVEMENT IN ENGLISH AT ELEVENTH GRADE IN SENIOR HIGH SCHOOL 6 TAKALAR "**

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Takalar, 27 Desember 2018  
Kepala UPT SMAN 6 Takalar,



**ILHAM, S.Pd., M.Pd**  
Pangkat : Pembina Tk. 1  
NIP. 19700408 199512 1 003

## CURRICULUM VITAE



**Sitti Asriani** was born on October 28<sup>th</sup>, 1996 in Takalar. She is the second child of Abdullah and Hj. Mariani. She have two brothers and two sisters. She started her education in 2000 at kindergarten of TK Amanah Palleko. The next year 2001 the researcher as a student of elementary school in SDN No.41 Malewang in Takalar and graduated in 2008. The next in the same year the researcher registered in junior high school as a student in SMP Negeri 1 Polombangkeng Utara and graduated in 2011. Then the researcher registered to the senior high school, at SMA Negeri 1 Takalar and graduated in 2014. In 2014, the researcher registered to study of English Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title “*The Correlation Between Emotional Spiritual Quotient And Students’ Achievement in English at Eleventh Grade in Senior High School 6 Takalar*”.



