



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND VOCABULARY KNOWLEDGE

(A Case study on Second Grade Students in SMAN 3 CIREBON)

A THESIS

Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon
In Partial Fulfillment of The Requirements of Undergraduate Degree



Arranged By:
DWI APRILIANE
Reg. Number: 14111310019

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY OF
SYEKH NURJATI STATE ISLAMIC INSTITUTE (IAIN)
CIREBON
2015**



ABSTRACT

Dwi Apriliane : “The Correlation between Emotional Intelligence and Vocabulary Knowledge (A Case study on Second Grade Students in SMAN 3 CIREBON)”.

In this era many students who have difficulty in learning English. Because lack of vocabulary knowledge constrained factors which are caused by the inability of students to manage emotional intelligence capabilities. This research investigates student emotions while following the learning process at school. The unstable emotions give affects for their learning achievement especially learning English in SMA N 3 Cirebon. Hence, the current study seeks to look into the viable Correlation between emotional intelligence and vocabulary knowledge. The aims this research to examining the Correlation between Emotional Intelligence and Vocabulary Knowledge on Second Grade Students in SMAN 3 Cirebon.

The method which is used in this research is quantitative method. The population in this research are all the students of science class on the second grade in SMAN 3 Cirebon. The students who become the population consist of 177 students. The writer takes the students who become respondent as sample 122 student based Slovin formula. The instrument used questionnaire to know about emotional intelligence and used test to know about vocabulary knowledge on second grade students.

In this research, the researcher finds the result of counting data shows that the average of students response of Emotional Intelligence Questionnaires is 7.6 and Vocabulary Test is 7.2. For the result of the correlation between variable X and variable Y based on the pearsons' product moment formulation 0.48. it can be said that there is a positive correlation between emotional intelligence and vocabulary knowledge. The conclusion in this research $t_0 > t_1$, or $5.9 > 0.48$, it means that there is positive correlation between Emotional Intelligence (X Variable) and Vocabulary Knowledge (Y Variable) at Second grade students in SMA N 3 Cirebon.

Keyword: Emotional Intelligence and Vocabulary Knowledge



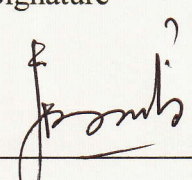
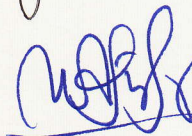
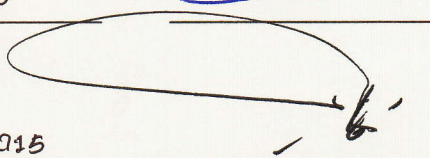

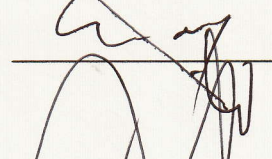
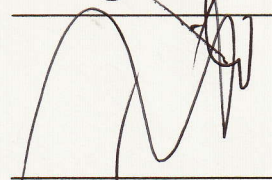
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

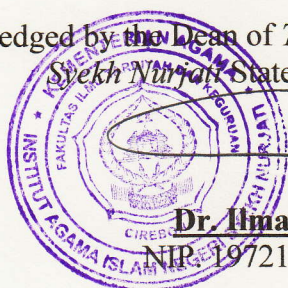
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

RATIFICATION

This thesis entitled in “**The Correlation between Emotional Intelligence and Vocabulary Knowledge (A Case study on Second Grade Students in SMAN 3 CIREBON)**” written by Dwi Apriliane, student number 14111310019 has been examined on 30 June 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	10-07-2015	
The Secretary of English Language Teaching Department <u>Wakhid Nasruddin, M.Pd.</u> NIP. 19810308 201101 1 003	09-07-2015	
Examiner 1 <u>Dr. Ilman Nafi'a, M.Ag</u> NIP. 19721220 199803 1 004	09-07-2015	
Examiner 2 <u>Mustopa, M.Ag</u> NIP. 19651007 199203 1 003	09-07-2015	
Supervisor 1 <u>Dr. Asep Kurniawan M,Ag.</u> NIP. 19710801 200312 1 001	09-07-2015	
Supervisor 2 <u>Drs. Tohidin Masnun, M.Pd.</u> NIP. 19650308 199903 1 002	09-07-2015	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon



Dr. Ilman Nafi'a, M.Ag
 NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

TABLE OF CONTENT

TITLE.....	i
ABSTRACT	ii
APPROVAL.....	iii
OFFICIAL NOTE.....	iv
RATIFICATION.....	v
LETTER OF AUTHENTICITY.....	vi
AUTOBIOGRAPHY.....	vii
DEDICATED	viii
MOTTO	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xii
LIST OF FIGURE.....	xiv
LIST OF TABLE.....	xv
LIST OF APPENDIX	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of The Problem	5
C. The Main Problem.....	6
D. Delimitation of the Problem.....	6
E. Formulation of the Problem	8
F. The Aims of the Research	8
G. Significance of the Research.....	8
H. Previous Study	9
I. Frame of Thought.....	14
CHAPTER II THEORETICAL OF CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND VOCABULARY	17
A. Emotional Intelligence	17
1. Introduction and Definition of Emotional Intelligence	17
2. Domains of Emotional Intelligence	20
3. Depth Knowledge of Personal Competence	23
4. Depth Knowledge of Social Competence	26
B. Vocabulary	29
1. The Nature of Vocabulary.....	29
2. The Meaning of Vocabulary	30
3. Usage of Vocabulary	31



4. Types of Vocabulary	33
5. Native- and foreign-language vocabulary size.....	34
6. Teaching and Learning Vocabulary	36
C. Correlation between Emotional Intelligence and Vocabulary Knowledge	39
CHAPTER III METHODOLOGY OF THE RESEARCH	41
A. The Research Setting	41
B. Population and sample of The Research	42
C. Research Design.....	44
D. Technique and Instrument of Collecting Data	46
E. The Technique of Analyzing Data	53
F. Research hypothesis	54
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	55
A. Research Finding.....	55
1. The Emotional Intelligence on Second Grade Students in SMA N 3 Cirebon.....	55
2. The Vocabulary Knowledge on Second Grade Students in SMA N 3 Cirebon.....	57
3. The Correlation between Emotional Intelligence (X Variable) and Vocabulary Knowledge (Y Variable)	59
B. Discussion	66
CHAPTER V CONCLUSION AND SUGGESTION	67
A. Conclusion.....	67
B. Suggestion	68
BIBLIOGRAPHY	69
APPENDIXES	72



CHAPTER I INTRODUCTION

This chapter to describe research background, formulation of the problem, aims of the research and significance of the research. Research background explained about a short description of the object of study for researchers describes whether there is a problem of research (scientific research problem) the deviation between what is supposed to really happen. Formulation of the problem explained some subtopic such as identification of the problems, research area, approach of the research, main problems, limitation of the research, and delimitation of the research, operational definition and research questions.

Then, aims of the research revealed that the formulation of the main targets will be undertaken as well as an outline of the result to be achieved. Research purposes are functionally related to the formulation of the problem that the created the specifics, a limited and can be tested with the result of the research. And significance of the research explained specifically the advantages of this research for students, teachers, researcher and school. In the following are the explanations for each subtopic clearly.

A. Background of the Problem

Based on students condition of SMAN 3 Cirebon. Most of students cannot control their emotions while in the class. For example, when they have problems at home the impact also influential in the school. So that, their emotions when following lessons in classroom is not stable and it can be affects for their learning achievement. Based on teacher condition of SMAN 3 Cirebon. Teachers have difficulties when controlling the students emotionally unstable. So that, the learning process less effective. Unstable emotion students can make classroom situations and learning process not conducive. It means that emotion of student is one of important thing can be influence the learning process can be conducive.

Language as a tool of communication with the others people to share the human needs is very important. We know that without language, people cannot

interact with others. By language, people can share their experiences, their feelings, and their needs to each other by spoken or written. English as the one of language is very important in this world because it becomes an international language and as a global language which is learned by countries in this world to increase the prosperity of those country itself. It no doubt that English is certainly important for all people to learn it, all of people in this world and also Indonesia people have to learn it because we know that the famous and modern books of science, knowledge, international business, healthy are in English so people of Indonesia must master English to improve the quality of educational and the quality of progression in Indonesia itself.

Emotional Intelligence is very important in human life because Emotional Intelligence can recognizing, understanding, and choosing how people think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what people learn, it allows us to set priorities and determines the majority of our daily actions. This relates for theory on the importance of emotional intelligence itself. As stated by Goleman “emotional intelligence is ability to monitor and control their own and other people's feelings as well as use those feelings to guide thought and action, that emotional intelligence is indispensable for success in work and resulted in outstanding performance at work” (Goleman, 2002:39).

During this IQ is believed to be the only factor that determines a person's success. Multi-Health Systems Inc survey in 1998, the first scientific investigation ever conducted to compare the emotional intelligence (emotional intelligence) with cognitive Intelligence (IQ), performed by measuring performance using Bar-on Emotional Questionnaire Inventory (EQ-i). The investigation showed that the cognitive intelligence (IQ) affects approximately 1% of actual job performance. EI (emotional intelligence) affects 27% and 72% are influenced by other things. In other hand Stein and Book states that IQ can be used to approximately 1-20% (average 6%) success in a particular job. EQ on the other hand turned out to play a role by 27-45%, and play a direct role in the success of the work depends on the type of work being investigated. (Stein and Book, 2002:34).



Globalization era makes English must be taught in school. The Indonesia government curriculum has informed that all schools in Indonesia have to teach English. Additionally, English has to be mastered by students and it causes government of Indonesia makes English is not only a lesson which must be learnt by students of Indonesia but it is also as one of the subject in state examination in Indonesia. The value of English as important lesson will be practical than theoretical. In practicing English are mentioned four skills which must be mastered by the students. The four skills of English as a language are listening, speaking, reading and writing. All of skills must be mastered by students because it becomes the standard competencies which have to be reached by students.

Most students feel difficulties in learning English because they do not understand about vocabulary. It is also happened in the SMA 3. Based on the small interview Monday, 9th march 2015 with students of SMA 3 the researcher found that students say they constraints to learn English because they do not understand about the vocabulary and it makes them difficult to learn English. And conditions in the classroom are not fun because the teachers only deliver material without thinking about the state of their feelings. Sometimes the majority of students cannot control their emotions while in classroom. For example, when they have problems at home the impact also influential in the school. So that their emotions while attending school lessons is not stable and give affects for their learning achievement. After observing the real situation for a week in the classroom teacher only emphasizes the way to answer the questions by using English. And students are not given the opportunity to interact more.

Obtained from the condition that students emotional condition can affect student learning outcomes. in this case the researchers observe, especially in learning English at school. As stated by Goleman “emotional intelligence is ability to monitor and control their own and other people's feelings as well as use those feelings to guide thought and action, that emotional intelligence is indispensable for success in work and resulted in outstanding performance at work” (Goleman, 2002:39). And then The researcher takes place location of research in SMA 3 Cirebon. The researcher chooses the second grades of SMA 3



Cirebon on Perum street. The Researcher begins to do the research on April-Mei, 2015. The researcher chooses this school because this school have excellent programs for improving emotional intelligence of students through programs such as counseling every week consultation program determined from the list of students, general guidance programs for students who need consultation, career guidance programs for students in third grade in determining the university and special programs including a ban on smoking socialization, sex and dangerous of drugs. So appropriate for a discussion in this area emotional intelligence. This strategic area to do research in the area of emotional intelligence in adolescents.

Then, emotional intelligence is the ability of recognizing and regulating of emotions in ourselves and in others. On the basis of this definition, the domains of self awareness and self management fall within intrapersonal intelligence and social awareness and Correlation management fall within interpersonal intelligence. It appears that learning a language and learning vocabulary in particular can be considered as a self- management study. Thus, an examination of the Correlation between EI and vocabulary knowledge in a foreign language learning context can shed lights on these issues. The other variable of this study is vocabulary knowledge of the participants. Vocabulary knowledge can be regarded as a crucial dimension of language learning and acquisition as it can show the progression of language development in language use. Moreover, vocabulary knowledge is present in almost all types of language learners' communication (Alavi&Rahimi, 2012:18).

Concern with the fact, the study tries to observe between emotional intelligence and vocabulary knowledge. Because lack of vocabulary knowledge constrained factors which are caused by the inability of students to manage emotional intelligence capabilities. it is directly proportional to the statement by MacMullin. MacMullin (1994) stated that students' social and emotional difficulties, and their inability to use socially skilful ways to gain teacher support, can result in low academic achievement. So, with the growing interest in the concept of emotional intelligence, an overview was provided through exploring the emergence of the concept in Western thought, the precursors to emotional



intelligence in the context of nontraditional views of intelligence, and the recent theorizing by Mayer and Salovey in Goleman (1990). Educational implications for the development of social and emotional learning programs are discussed to provide insights into the realization of whole-person development in recent education Goleman contends that focusing solely on academic development is not enough, because the inappropriate behaviour of particular students is often due, in part, to a lack of emotional intelligence (Kessler,2000:23).

Therefore, unless emotional growth and social skilling take place, students pass from teacher to teacher ill-equipped to deal with their problematic behavior . Goleman defines emotional intelligence as knowing one's feelings and using them to make good decisions in life, being able to manage moods and control impulses, being motivated and effectively overcoming setbacks in working towards goals. Emotional intelligence includes empathy, knowing what others are feeling, managing emotions in relation to others, and being able to persuade and lead others (O'neil, 1996:53).

From all explanation above, the researcher decides the title of research. The title of this research is "Correlation between Emotional Intelligence and Vocabulary Knowledge (A Case study on Second Grade Students in SMAN 3 CIREBON)". Hopefully, the study can give contribution for learners to understand themselves, especially in the capacity of emotional intelligence. So, they can use their aspect to improve vocabulary knowledge. And also, recommends that language teachers should be familiar with the concept of emotional intelligence and its impact on the learners' language learning ability.

B. Identification of The Problem

1. Based on students condition of SMAN 3 Cirebon. Most of students cannot control their emotions while in the class. For example, when they have problems at home the impact also influential in the school. So that, their emotions when following lessons in classroom is not stable and it can be affects for their learning achievement.



2. Based on teacher condition of SMAN 3 Cirebon. Teachers have difficulties when controlling the students emotionally unstable. So that, the learning process less effective.
3. Unstable emotion students can make classroom situations and learning process not conducive. It means that emotion of student is one of important thing can be influence the learning process can be conducive.

C. The Main Problem

Emotions of students cannot stable while in learning process, it can make the student difficult to learn English especially in vocabulary knowledge and also given affects for their learning achievement.

D. Delimitation of the Problem

1. In this research, the researcher has decided to limit the topic. And the title is “The Correlation between Emotional Intelligence and Vocabulary Knowledge (A Case study on Second Grade Students in SMAN 3 CIREBON)”. Here is delimitation of the study focuses on Correlation between emotional intelligence and vocabulary research proposal. Researcher provide clear boundaries for which the research will cover only about Correlation about emotional intelligence and vocabulary in this research proposal. How can emotional intelligence be able to monitor and control their own and other people's feelings as well as use those feelings to guide thought and action, that emotional intelligence is indispensable for success in learning and resulted in outstanding performance at work.
2. Based on syllabus of second grade senior high school, vocabulary materials include understanding the meaning of the conversation transactional and interpersonal official in the context of everyday life. Understanding the form of oral monologue text reports, narrative, and analytical exposition accurately, fluently, and thanked in the context of everyday life and use science. But in this research focuses on Report Text. Then, vocabulary for Achievement



Practice Test(VAPT) chosen because it has been covering various aspects according to the high school syllabus(Appendix I).

And persian version of Bar-On Emotional Quotient Inventory (EQ-I) selected because it has been used in various research journals related to emotional intelligence area including Alavi & Rahimi journal(2012) about Correlation Between Emotional Intelligence and Vocabulary Learning among Iranian Pre-University EFL Learners and Alavinia, Parviz & Ebrahimpour, Sara Journal (2012) about Correlation between Emotional Intelligence and Learning Styles.

3. The research subject is limited to Second grade students of SMA 3. Because in this age about 15-17 years appropriate age to examine emotional intelligence. This is also discussed in Dewinta Ariani thesis by stating that “Adolescence, particularly in early adolescence, are at a high stage of emotional development, showing the sensitive and reactive nature towards situations, and temperamental. Therefore adolescents should have the ability to control their feelings and express emotional reactions appropriately. So the interaction with other people can be established well, which is called emotional intelligence. Adolescents who live under authoritative parenting and have high level of religiosity can develop their emotional intelligence”.
4. After conducting a survey in several schools including SMA 5 Al Azhar, SMA 1 Sumber, SMA 1 Susukan, SMA N 4 Cirebon, and SMA N 3 Cirebon. Obtained the result which stated that SMA N 3 Cirebon more have excellent programs for improving emotional intelligence of students through programs such counseling every week consultation program determined from the list of students, general guidance programs for students who need consultation, career guidance programs for students in grade three in determining the university and special programs including a ban on smoking socialization, sex and the dangerous of drugs. So appropriate for a discussion in the area of emotional intelligence. This strategic area to do research in the area of emotional intelligence in adolescents.



E. Questions of Research

The questions of research in this thesis there are 3 as follows:

1. How far is the Emotional Intelligence score of Second Grade Students in SMAN 3 CIREBON?
2. How far is the Vocabulary Knowledge score of Second Grade Students in SMAN 3 CIREBON?
3. Is there the Correlation between emotional intelligence and vocabulary knowledge?

F. The Aims of the Research

The aims of the research this thesis are as follows:

1. To know vocabulary knowledge on second grade senior high school students
2. To examining the Correlation between Emotional Intelligence and learning English language vocabulary.
3. To find out of the trait emotional intelligence moderated the Correlation between cognitive ability and academic performance.

G. Significance of the Research

Significance of this research in this writing this thesis, namely:

1. For Students

They get the information about their vocabulary knowledge capacity and emotional intelligence aspect. So, they can improve their capability not only in English subject but in other subject to.

2. For Teachers

Giving information that cognitive ability and academic performance is connected to each other. In this research cognitive ability is vocabulary knowledge and academic performance is emotional intelligence.

3. For Researcher



To add the knowledge, reasoning, insight, ability to researcher about the Correlation between emotional intelligence and vocabulary knowledge especially among senior high school students.

4. For School

Especially for school to give more attention emotional intelligence aspect in learning vocabulary in Second grade students of SMA 3. And also provide input to make improvement to the learning process of English subject in particular and other subject in generally.

H. Previous Study

The notion about emotional intelligence in Sociolinguistics area has been studied many times by different researchers with different context, situation, and background. Although taking a researcher's study is acceptable in order to analyze about emotional intelligence in learning, it is important to notice previous study in order to get extra insight about what current issue happens in this area. Also, it avoids the meaningless study because of choosing same topic taken by a researcher unintentionally. Here are some previous studies with the similar topic about emotional intelligence:

First, Rostampur & Niroomand (2006) investigates Correlation Between Iranian Undergraduate EFL Learners Emotional Intelligence, Motivation and Vocabulary Knowledge. This study was conducted to examine the Correlation between emotional intelligence, motivation and vocabulary knowledge in undergraduate students. To fulfill the purpose of the study, 59 undergraduate English as a Foreign Language students took part in this study. The investigation was done through using two tests and one questionnaire including Vocabulary Size Test (VST), the Schutte Self-report Emotional Intelligence Test (SSEIT) and the Motivated Strategies for Learning Questionnaire (MSLQ). Using the Vocabulary Size Test (VST), the participants were divided into three groups of high, mid, and low.

Second, Naseer et.al (2011), investigates about the Impact of Emotional Intelligence on Team Performance in Higher Education Institutes. This study



Claims about the positive influence of emotional intelligence on work team performance are very numerous, both in commercial and scientific literature. In this study, EI was assessed using the Wong and Law Emotional Intelligence Scale (WLEIS). Paper examined the Correlation between emotional intelligence and performance of 15 teams selected from higher education institutes of Pakistan. A single questionnaire was used to gather data from the teams, each team consisting of 5-15 members. Simple and multiple regression was applied to investigate the Correlations between emotional intelligence as a whole and team performance and then between different dimensions of emotional intelligence. Results indicated that emotional intelligence had positive impact on team performance. The study recommended that experimental study may be conducted to compare the performance of teams before and after providing the training on emotional intelligence so that a clear picture may emerge.

Third, Maria.S.Poulou (2010), investigates about role of Trait Emotional Intelligence and social and emotional skills in students' emotional and behavioural strengths and difficulties: A study of Greek adolescents' perceptions. This study emergence of the Trait Emotional Intelligence construct shifted the interest in personality research to the investigation of the effect of global personality characteristics on behaviour. A second body of research in applied settings, the Social and Emotional Learning movement, emphasized the cultivation of emotional and social skills for positive Correlations in a school environment. In this paper we investigate the role of both personality traits and social and emotional skills, in the occurrence of emotional and behavioural strengths and difficulties, according to adolescent students' self-perceptions. Five hundred and fifty-nine students from state secondary schools in Greece, aged 12-14 years old, completed The Trait Emotional Intelligence Questionnaire-Adolescent Short Form, The Matson Evaluation of Social Skills with Youngsters, and The Strengths and Difficulties Questionnaire. It was found that students with higher Trait Emotional Intelligence and stronger social and emotional skills were less likely to present emotional, conduct, hyperactivity and peer difficulties and more likely to present prosocial behaviour. Gender was a significant factor for



emotional difficulties and grade for peer difficulties. The paper describes the underlying mechanisms of students' emotional and behavioural strengths and difficulties, and provides practical implications for educators to improve the quality of students' lives in schools.

Forth, Mehmet Yuksel & Omer Geban (2014). investigated about Correlation between Emotional Intelligence Levels and Academic Achievement. This study examined the Correlation of emotional intelligence to academic achievement in physics, chemistry, biology and mathematics. The study consisted of a students at vocational high-school. The Bar-On emotional intelligence scale was used; it comprises five dimensions and fifteen sub-dimensions. It was found that emotional intelligence did not have a significant influence on academic performance in sciences and mathematics courses as a whole. However, the influence of emotional intelligence on academic achievement in science and mathematics courses became obvious when the sub-dimensions of emotional intelligence were analyzed. Accordingly, it was established that the sub-dimensions of self-actualization, social responsibility, stress-tolerance and impulse-control were predictors, although they varied by the type of science and mathematics course.

Fifth, Shahin Vaezi & Nasser Fallah (2011), investigated about Correlation between Emotional Intelligence and Burnout among Iranian EFL Teachers. This study examined Correlation between emotional intelligence and burnout among 104 Iranian EFL teachers. In addition, teachers' differences on EI and burnout were examined with respect to demographic variables. The participants were administered EI and Burnout questionnaires. The results obtained through using Pearson Product-Moment Correlation showed that there were significant negative correlations between EI and burnout, burnout, teaching experience and age and positive correlations between teachers' EI, teaching experience, and age. Finally, using T-Test, the researchers found no significant differences in teachers' EI and burnout with respect to gender. Implications of the study are discussed, and suggestions for further research are made.



Sixth, Parviz Alavinia & Sara Ebrahimpour (2012), investigated about Correlation between Emotional Intelligence and Learning Styles: The Case of Iranian Academic EFL Learners. This study to known as the intelligent use of emotions, EQ has long been scrutinized from a multitude of varied perspectives. Likewise, literature on learning styles also enjoys a sufficient amount of depth and breadth. Yet, the ostensible bonds between these two constructs have rarely been addressed by the research community. Hence, the current study seeks to look into the viable Correlation between emotional intelligence and learning styles of freshman Iranian EFL learners. To this end, two questionnaires, i.e. Bar-On's EQ-i as well as a user-friendly version of learning styles questionnaire developed by Chislett and Chapman 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 Correlation between emotional intelligence and learning styles. 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.

Seventh, Mohammad Alavi & Rahimi (2011), investigated about the Correlation between Emotional Intelligence and Vocabulary Learning among Iranian Pre-university EFL. This study aimed at examining the Correlation between Emotional Intelligence (EI) and learning English language vocabulary. The male:119 and female:98 participants who were randomly selected from high schools in Zanjan Province were asked to complete a Persian version of an emotional intelligence questionnaire and answer a vocabulary

Achievement test. The EI questionnaire consisted of 90 items that examined fifteen components of EI. The vocabulary test battery contained 40 items in various test formats that was developed on the basis of an official high school textbook. The results of the study showed a low and negative correlation between the students' emotional intelligence and vocabulary knowledge. This finding, which is not consistent with earlier studies, implies that the contribution of EI to vocabulary learning is controversial. The results also showed that male and female students are significantly different from each other in performing on some



components of EI. This indicates that the emotional capacity of male and female students has been developed differently. Moreover, these emotional capacities can be employed in a different way in the processes of language learning in general and vocabulary learning in particular.

This research focuses on Correlation between emotional intelligence and vocabulary knowledge. Researcher provide clear boundaries for which the research will cover only about Correlation about emotional intelligence and vocabulary in this research proposal. How can emotional intelligence be able to monitor and control their own and other people's feelings as well as use those feelings to guide thought and action, that emotional intelligence is indispensable for success in learning and resulted in outstanding performance at work. Based on syllabus of second grade senior high school, vocabulary materials include report text. The research subject is limited to Second grade students of SMA 3. Because in this age about 15-17 years appropriate age to examine emotional intelligence. This is also discussed in Dewinta Ariani thesis by stating that “Adolescence, particularly in early adolescence, are at a high stage of emotional development, showing the sensitive and reactive nature towards situations, and temperamental. Therefore adolescents should have the ability to control their feelings and express emotional reactions appropriately so the interaction with other people can be established well, which is called emotional intelligence. Adolescents who live under authoritative parenting and have high level of religiosity can develop their emotional intelligence”. This research is supposed to give a new insight about Correlation between emotional intelligence and vocabulary. So, it can be the basic for further observation whether it is in similar and different area.



I. Frame of Thought

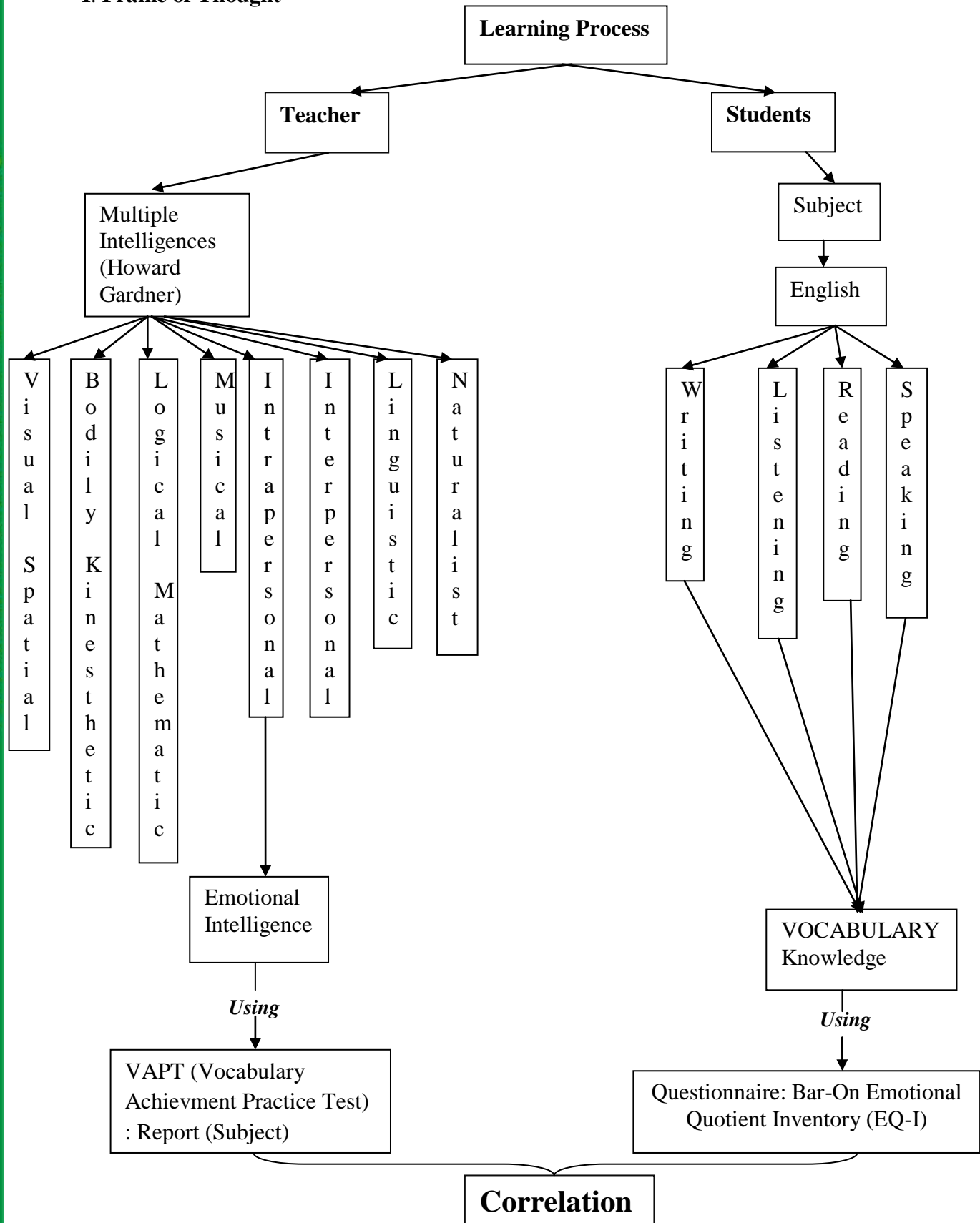


Figure 1.1. Frame Of Thought



This chapter explain about frame of thought scheme of this thesis. Gardner's multiple intelligence which is famous for not looking at human intelligence based secor sema standardized tests, but includes seven kinds of human intelligence, namely: (1) Linguistic intelligence (intelligence Inguistik); (2) Logical-mathematical intelligence (logical-mathematical intelligence); (3) Spatial intelligence (spatial thinking in three dimensions); (4) Bodily-kinesthetic intelligence (body-kinesthetic intelligence); (5) Musical intelligence (musical intelligence); (6) Interpersonal intelligence (interpersonal intelligence); and (7) intrapersonal intelligence (intrapersonal); (8) Naturalist. Gardner thinking about multiple intelligence of intelligence above inerpersonal placed by Salovey the basic definition of emotional intelligence (Goleman, 20011:57-59).

The concept of Emotional Intelligence was initially introduced by Salovey and Mayer to represent the ability of people to deal with their emotions. They defined emotional intelligence as the subset of social intelligence that involves the ability to monitor ones' own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. This concept was then popularized by Goleman who proposed that emotional intelligence involves abilities that can be categorized as self-awareness, managing emotions, motivating oneself, empathy, and handling Correlations (Goleman, 2011:4).

English subject have four skill there are speaking, listening, reading and writing and based competences of all that is Vocabulary competences. The researcher will spread out sheets of paper as questionnaire to get the data about the emotional of intelligence of student's who have been taken as the sample of the research. The questionnaires are written in Indonesian so those students can answer each question easily and understand it clearly. The total number of test is 30 items. And persian version of Bar-On Emotional Quotient Inventory (EQ-I) selected because it has been used in various research journals related to emotional intelligence area including Alavi & Rahimi journal (2012) about "Correlation Between Emotional Intelligence and Vocabulary Learning



among Iranian Pre-University EFL Learners” and Alavinia, Parviz & Ebrahimpour, Sara Journal (2012) about “Correlation between Emotional Intelligence and Learning Styles”.

Then, Vocabulary for Achievement Practice Test (VAPT) chosen because it has been covering various aspects according to the high school syllabus. which will be tested using anates 4 to determine the level of difficulty of the questions. and questions that have been prepared tested will be applied in the research. Scoring criteria, once you total the entire score obtained and then multiplied to get the best results with score of 100. Based on Questionnaires and test, the researcher will get the result of correlation between emotional intelligence and vocabulary knowledge.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having seen the result of this research in the previous chapter. In this chapter there are three points the researcher wants to conclude as follows:

1. Emotional Intelligence at Second grade of Science Class students SMA N 3 Cirebon. The result of counting data shows that the average of students response of Emotional Intelligence Questionnaires is 7.6. It can be concluded that the majority of emotional intelligence state at second grade students are on the medium category range score of 100-50, it means that sometimes students still do not understand their own feeling. Still trapped by their emotions so less able to work effectively. Sometimes they can control their emotions, but sometimes out of control when facing problems. they also have not been able to motivate themselves well. they are still not able to establish social Correlations with others. they are also less able to empathize with others.
2. Vocabulary Knowledge at Second grade of Science Class students SMA N 3 Cirebon. Based on standard criteria by the National Ministry of Education (DEPDIKNAS) KKM scores is 75. So, students who get score accordance with KKM amount 50 students while 72 students' scores not accordance with KKM standards. It can be concluded from the overall average of the results obtained using the vocabulary test in second grade student scores in SMA N 3 Cirebon is 7,2. It is proving an average score of students not accordance with standard KKM that has been determined.
3. The Correlation between Emotional Intelligence and Vocabulary Knowledge based on the result of analysis data and students response emotional intelligence questionnaire and vocabulary test. The researcher get correlation score between emotional intelligence and vocabulary knowledge at second grade students in SMA N 3 Cirebon is (0,48), its included (0.40-0.70). It means has sufficient correlation.

Empirically positive hypothesis (H_a) that there is a Correlation between emotional intelligence and vocabulary knowledge is accepted. And negative hypothesis (H_0) that there is no Correlation between emotional intelligence and vocabulary knowledge is rejected.

B. Suggestion

Based on this research, the researcher states some suggestion as follows:

1. For teacher be expected to give more attention for the emotional condition of the student before starting the learning process because it will impact on student achievement. In this research, especially discuss in the aspect of vocabulary knowledge.
2. For school be expected to give more attention emotional intelligence aspect in learning process of vocabulary in Second grade students of SMA 3. And also provide input to make improvement to the learning process of English subject in particular and other subject in generally.
3. For other researcher who interested in the same issues this research should be developed considering the limitations of this study by extending the other factors that affect students motivation.





BIBLIOGRAPHY

- Adolphs and Schmitt. 2003. "*Lexical Coverage of Spoken Discourse*", (online), (<http://applij.oxfordjournals.org/content/24/4/425.full.pdf+html>, retrieved, 2 March 2015).
- Alavi,M&Rahimi.2012. *On The Relationship Between Emotional Intelligence and Vocabulary Learning among Iranian Pre-University EFL Learners*. Journal Of English Studies. Tehran: Islamic Azad University.
- Alavinia, Parviz & Ebrahimpour, Sara. 2012. *On the Correlation between Emotional Intelligence and Learning Styles: The Case of Iranian Academic EFL Learners*. Theory and Practice in Language Studies, 2 (6): 1291-1299.
- Anas, sudijono. Prof. Drs. 2003. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Arikunto, S. 2010. *Prosedur penelitian : Suatu Pendekatan Praktik*. (Edisi Revisi). Jakarta : Rineka Cipta.
- Ariyani,Dewinta. 2013. *The Correlation between Democratic Prenting and Religiousity Toward Emotional Intelligence on Eight Grade Students of SMP Negeri 26 Surakarta*. published Graduate Thesis. Surakarta: Sebelas Maret University.
- Barnhart, Clarence Lewis (ed.) (1968). *The World Book Dictionary*. Chicago: Thorndike-Barnhart, (Online), (<http://www.balancedreading.com/vocabulary.html>, retrieved 20 March 2015).
- Finocchiaro, Bonomo, Mary. (1974). *English as A Second Language: From Theory to Practice*. New York: Regent Publishing Company.
- Fraenkel et al. 2008. *How to Design and Evaluate Research in Education*. New York: The McGraw-Hill Companies, Inc.
- Goleman.2002. *Primal Leadership Realizing The Power of Emotional Intelligence*. New York: Harvard Business School Press
- Goleman.2011. *The Brain and Emotional Intelligence: New Insights*. Northampton: More Than Sound LLC Press.
- Hadzibeganovic Tarik & Cannas, Sergio A. 2009. *A Tsallis' statistics based neural network model for novel word learning*. Physica A.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Longman : Essex.
- Hatch, E. and C. Brown. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press.
- Joan H. Lee. 2011. *What does txtng do 2 language: The influences of exposure to messaging and print media on acceptability constraints* (M.A.). University of Calgary. Retrieved 2 March 2015.
- Jumariati (2010), *Improving the Vocabulary Mastery of EFL Students*.
- Kamil & Hiebert. (2007). *A Focus on Vocabulary*. <http://www.prel.org/products/re/ES0419.htm> accessed in April 22, 2012
- Kessler.2000. *The Soul Of Education Helping Students Find Connection*. Alexandra, VA: Association for Supervision and Curriculum Development.
- Maria.S.Poulou (2010). *The role of Trait Emotional Intelligence and social and emotional skills in students' emotional and behavioural strengths and difficulties: A study of Greek adolescents' perceptions*. EDRES/ENSEC,2(2):30-47.
- Muijs,Daniel.2004.*Doing Quantitative Research in Education with SPSS*.London: SAGE Publications Ltd.
- Murcia, Celce. 2001. *Teaching English as a Second or Foreign Language Third*
- Naseer et.al. 2011. *Impact of Emotional Intelligence on Team Performance in Higher Education Institutes*. International Online Journal of Educational Sciences(IOJES),3(1): 30-46.Rosdakarya.
- O'neil, J. (1996). *'Emotional intelligence: a conversation with Daniel Goleman'*, *Educational Leadership*, 53, September, 6–11
- Richards, Jack C. and Renandya, W. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press.
- Rostampur ,Mohammad& Niroomand,Syaodih Mitra.2006. *On The Relationship Between Iranian Undergraduate EFL Learners Emotional Intelligence, Motivation and Vocabulary Knowledge*.International Journal of Language Learning and Applied Linguistic World (IJLLALW), 4(4):473-482.
- Sagarra, Nuria, & Alba, Matthew. 2006. *The Key Is in the Keyword: L2 Vocabulary Learning Methods With Beginning Learners of Spanish*. The Modern Language Journal, 90, ii. pp. 228-243.
- Sevilla, Consuelo G. et. al (2007). *Research Methods*. Rex Printing Company. Quezon City.



- Stein, Steven.J and Book, Howard E.2002. *Ledakan EQ: 15 Prinsip kecerdasan Emosional Meraih Sukses Alih Bahasa: Trinada Rainy Januarsary*. Bandung: Kaifa
- Sudijono, Anas .2003. *Pengantar Evaluasi Pendidikan*. Jakarta:PT Raja Grafindo Persada.
- Sudjana, Nana. 2010. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: RemajaRosdakarya.
- Sugiyono. 2007. “*Metode Penelitian Kuantitatif Kualitatif dan R&D*”. Bandung: Alfabet
- Sukmadinata, Syaodih Nana. 2006. *Metode Penelitian Pendidikan*. Bandung : Remaja
- Team MFE. 2014. *Understanding Emotional Intelligence*. (Online), (<http://www.free-management-ebooks.com>, retrieved 2 March 2015).
- Vaezi,Shahin & Fallah Nasser. 2011. *The Relationship between Emotional Intelligence and Burnout among Iranian EFL Teachers*. Journal of Language Teaching and Research, 2 (5): 1122-1129.
- Wallace, L; Marry.1982. *Vocabulary Building and Word Study*. New York: Mc. Graw-Hill Book Company.
- Yuksel,Mehmet & Geban Omer . 2014. *The Relationship between Emotional Intelligence Levels and Academic Achievement*. International Online Journal of Educational Sciences(IOJES),6(1): 165-182

