

## Emotional Intelligence on Learning English as English Foreign Language

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**Abstract:** The focus of this study was on students' emotional intelligence when learning English as a foreign language in the eleventh grade of MA Al-Khairiyah Pipitan's social sciences major. The goal of this study was to find out why students felt frightened, nervous, and uninterested in studying English, as well as how to overcome their emotional intelligence. The participants in this study were ten men and women in their eleventh year of MA Al-Khairiyah Pipitan specializing in social sciences (5 males and 5 females). The researcher has only taken one class and is a social science major. This study was designed as a descriptive qualitative study, with data gathered through observation and interviews. The results revealed that students' emotional intelligence was divided into four categories: apprehensive (42.75%), nervous (26%), embarrassed (19.75%), and not confident (5.25%). Students have their own strategies for dealing with their emotions. As a result, many students had anxiety when learning English and the only method to overcome emotional intelligence was to study hard about English.



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### INTRODUCTION

The value and benefits of learning English as a foreign language are growing by the day. However, acquiring a second language can be challenging. Teachers and experts say that some people learn a second language readily while others struggle. Teachers and parents have always been worried about their students' progress in English as a second language learning and social adaptation both inside and outside the classroom. However, it was only recently discovered that certain emotional abilities are required for learning to take place. Negative emotions such as fear, worry, and frustration must be managed in order for positive feelings such as enthusiasm and a sense of success to flourish. Attending to emotions in the classroom allows both students and instructors to control their emotions while also providing beneficial techniques for dealing with problems that may hinder progress. There are various factors that influence the process of teaching and learning. It goes without saying that the learner and the teacher are the most important people. The manner this process is carried out can be influenced by the teacher's position. Explain why emotional intelligence is a key factor in determining a student's communication and information technology abilities and competences. In general, general intelligence (IQ) as a single entity is not a guarantee of individual success in life. It is stated that some people have a better ability to use emotions to improve their thinking than others. As a result, the literature on emotional intelligence has developed

since then. Self-awareness is presented as a set of emotional attributes that help us to be more effective and form outstanding relationships in social interactions by emotional intelligence. The ability to recognize one's own emotions and the implications of those feelings is known as self-awareness. Self-awareness competences include emotional self-awareness, accurate self-awareness, and self-confidence. Emotional self-awareness is the first component of self-awareness. This underlines the importance of understanding one's own emotions and how they affect one's performance. Accurate self-evaluation necessitates knowledge of one's own resources, abilities, and constraints. This skill is demonstrated by people who are self-aware of their strengths and limitations, introspective, learn from their mistakes, and are open to genuine feedback, new viewpoints, and self-development. A strong belief in one's own worth and abilities is defined as self-confidence.

The goal of English instruction and learning is to focus students so that they can use English to communicate and further their education. During the teaching and learning process, the four language abilities (listening, speaking, reading, and writing) are used simultaneously. Learners do not use the language in real-life settings in most EFL scenarios. They are unable to properly and responsibly communicate. In the study and teaching of foreign languages

## **THEORETICAL SUPPORT**

Strong feelings directed towards another person or thing are referred to as emotions. "Reactions to a person or situation are emotions," explains Bar-on. You can show your feelings whether you're excited about something, irritated at someone, or afraid of something. Most specialists believe that emotions are more fleeting than moods. If someone is disrespectful, for example, people will become enraged. These outbursts of rage may come and go quickly, but a person can be in a bad mood for several hours. (Bar-on, 2018).

(Nokelainen and Tirri,2011), Human intelligence refers to a person's intellectual aptitude, which is defined by advanced cognitive accomplishments as well as high levels of drive and self-awareness," according to Nokelainen. Human intelligence enables humans to recall descriptions of objects and use them in subsequent actions. It's a mental exercise. It gives people the cognitive capacities to learn, develop concepts, comprehend, and reason, as well as the ability to recognize patterns, innovate, plan, solve issues, and communicate through language. Intelligence provides us with the ability to thought and experience.

(Thomas Armstrong, 2009) human intelligence is the intellectual power of humans, which is defined by advanced cognitive accomplishments and high levels of drive and self-awareness. Human intelligence enables humans to recall descriptions of objects and use them in subsequent actions. It's a mental exercise. It gives people the cognitive capacities to learn, develop concepts, comprehend, and reason, as well as the ability to recognize patterns, innovate, plan, solve issues, and communicate through language.

## **METHOD**

### ***Method and Procedure of research***

The researcher will conduct qualitative research using case study as the research approach. It seeks to learn everything there is to know about a particular entity, such as an individual, a group, an organization, or a program. According to (Sugiyono,2011) qualitative research is referred to as naturalistic research because it is conducted in a

natural situation. Qualitative research is conducted directly with data sources, with the researcher serving as the primary instrument. According to John, the researcher gathers open-ended, evolving data with the goal of building themes from it. It is used to observe the condition of natural objects, with the researcher serving as the key instrument. According to (Syamsudin and Vismaia Damayanti,2011), qualitative research involves the researcher being immersed in the situation or phenomenon being investigated. Furthermore, a case study is a type of qualitative research that uses a small sample size and produces descriptive results.

### *Data analysis*

Data collecting from the interview and observation to know the find out of the emotional intelligence to the student on this research.

## **RESULT AND DISCUSSION**

### *Result*

**Table 4.1 Student Emotion Percentage**

<b>Emotion</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>
Apprehension	√		√	√	√	√	√	√	
Nervous	√				√				√
Embarrassed		√				√			
Not confident		√							

**Table 4.2 The Rate Percentage of Students Score**

<b>Emotional intelligence</b>	<b>Number of data</b>	<b>Percentage %</b>
Apprehension	7	42,75
Nervous	4	26
Embarrassed	3	19,75
Not confident	1	5,25
<b>Total</b>	<b>16</b>	<b>100</b>

Students' feelings about learning English were depicted in the table above. The fear of emotion dominated or was the most common sort of emotion experienced by students. Students are terrified of making mistakes in pronunciation when studying English, and they find learning to be tedious because English pronunciation is tough. Before beginning to learn English, the majority of students were apprehensive. In the meantime, the second or more common emotion was embarrassment. When students were studying English and reading an English text with poor pronunciation, they felt ashamed. Students, on the other hand, learn English when they are frightened, nervous,

and so on. They knew how to deal with their feelings. The following are some strategies for dealing with their emotions.

### ***Discussion***

According to the chart above, the majority of students stated that they must study hard and more about English, particularly when studying English, and that they must actively step forward to answer the teacher's question. As a result, they will be able to learn English. Meanwhile, they claimed that when they were learning English in class, they could read and come forward even if the teacher did not ask them to. They also claimed they had to be brave and confident when the instructor asked them to read and to be active students in class, which meant they had to try to come forward before stating they couldn't, because they believed the teacher could fix their faults if they mispronounced something. Furthermore, a pupil stated, "Make it enjoyable." It indicates that when the teacher invited the students to read or come forward, they felt calm and relaxed, and they did not believe that learning English was as frightening as they had imagined. As a result, I was not tense when the teacher asked me to be an active student.

### **CONCLUSION**

The researcher discovered that the majority of students express anxiety, nervousness, and other negative emotions when learning English because they dislike English, particularly reading and practice. Learning English bores them because the content and pronunciation are different, and pupils must read English proficiently when reading English books. Students' emotional intelligence includes apprehension, nervousness, embarrassment, and lack of confidence. Because students are terrified of making mistakes in pronunciation before trying spoken English, apprehension is the most common type of emotional intelligence among students. According to the research, there are seven kids who have anxiety fears. Students feel nervous because they are not bold enough to read English texts or make some examples of English stuff. And there are four students that are nervous. Then kids become ashamed due to a lack of emotional intelligence. Students are embarrassed when they step forward or when the teacher asks them to make an example from the subject, and they are terrified of reading bad pronunciation and having their pronunciation corrected in front of their peers by the English teacher. That is why they are embarrassed in front of their peers. And there are three students who are humiliated. Not confident is the last type of emotional intelligence. It suggests that lack of confidence is a less common form of emotional distress among students. Students lack confidence when reading the text because they believe English is odd, and they are always nervous when reading or speaking English. One pupil is a student who lacks confidence. When learning English, the majority of students (participants) are nervous. The researcher discovered that emotional intelligence has a significant impact on students' feelings and accomplishments when students' feelings are positive before, during, and after learning English. Then it will pique kids' interest in studying and encourage them to work hard in class. Students' achievement is influenced by their command of the English language. Student achievement will suffer if emotional intelligence is not controlled and pupils have negative feelings about learning English, such as the idea that studying English is difficult and dull.

### ***Suggestion***

The researchers provide the following recommendations based on the findings of the study's data:

1. For the Student, The researcher advises students that before learning English, they should have a positive attitude toward the language, that it is enjoyable to learn English and that they should enjoy the process of learning English in order to improve their pronunciation and vocabulary. They should also be confident in their ability to learn English and confident when the teacher asks them to practice.
2. For English Teacher, The researcher suggests that teachers are active in teaching students to increase the learning process and make students active in learning English, and those teachers know fun learning techniques so that students are not bored in class and enjoy the learning process. Teachers should also be able to encourage and motivate students to participate actively in class when learning English.
3. For other researchers

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