CHAPTER I
INTRODUCTION

A. Background of the Study

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 adaption 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.[1] 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

[1] Bar-on (The Emotional Quote Inventory (EQ-i), Multi health system Vol XIII, No 2 (2018). 85

(IQ) as a single entity is not a guarantee of individual success in life.[2] 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.[3] 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.

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[2] Williford H et al, “The relationship between emotional intelligence and academic achievement in elevent graders.” Vol XI, No 2 (July-August 2019). 59

[3] Namdar H, et al, “Assessing emotional Intelligence and its relationship with emograpic factors of nursing student”, Iranian Journal of masrsing and idwifery research (JNMR, 13(14) : 145-149

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.

B. Identification of the Problem

The problem is identified as follows, based on the study's background:

1. Student don’t like English.
2. Students have difficult in learning English
3. Student achievement in English subject decreased
4. Student bad feelings when learning English
5.Students anxiety when learning English

C. Focus on the Study

In this study, the researcher observed students' feelings while learning English and their answers to such feelings after learning English publicly in the eleventh grade of MA al-khairiyah pipitan focusing in social sciences.

D. The Research Question

Referring to the problem's limitation, the research question is as follows:

1. How emotional intelligence on learning English as English foreign language?
2. How emotional intelligence on learning English can change students' feelings and achievements?

E. The Aim of the Study

According to the problem stated above, the following is the research's goal:

1. To know emotional intelligence student will influence on learning English.
2. To know emotional intelligence affects student's feelings and achievement?

F. Significance of the Study

The author hopes that the findings of this study will benefit the following individuals:

1. For the Teacher

To learn about students' feelings while studying English, as well as their feelings before and after learning English, and to pique students' enthusiasm in learning English.

2. For the Students

To make pupils feel at ease while learning English and to suggest that learning English is enjoyable.

3. For the Researcher

The findings of this study will be utilized to answer a question based on statistics and provide new information and experience to the authors regarding emotional intelligence.

G. Organization of Writing

The paper is divided into five chapters, each of which is then divided into multiple subchapters until the organization becomes systematic. The writing procedure is as follows.

The first chapter discusses the introduction, which includes the study's background, identification of the problem, limitation of the

problem, research question, purpose of the study, significance of the study, and writing arrangement.

The theoretical framework is discussed in Chapter 2. The definition of emotional intelligence, factors of emotional intelligence on learning English, fundamental type of emotional intelligence, rules of emotional intelligence, emotions vs moods, and other topics are covered in this chapter.

The third chapter describes the research approaches that will be used in the research. This chapter covers the research method, the unit of analysis, the data instrument, and the data analysis approach.

Chapter four discusses the results and discussion of emotional intelligence in English learning and techniques to overcome emotional intelligence in English learning.

The fifth chapter discusses the findings and recommendations.