

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides a summary of the research based on the preceding chapter's research findings. In addition, towards the end of this chapter, there are suggestions for eliciting students' opinions on their emotional intelligence as it relates to learning English as a second language, as well as strategies for overcoming emotional intelligence.

A. 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. The following is the study's conclusion:

1. How does emotional intelligence affect learning English as a foreign language? is the first research question in this study. 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.

2. The second research question in this study is how emotional intelligence affects students' feelings and achievement when they are learning English. 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.

Meanwhile, pupils can use their own judgment to overcome their emotional intelligence when learning English. The following are some

strategies for dealing with their emotions: - being confident - being a bold student - learn English thoroughly; practice reading English texts; be bold in class when reading English texts - the courage to study or practice English materials

The majority of students stated that they must work hard and study more about English, especially when the teacher asks them to answer a question. Students also stated that when learning English, they can read and be brave enough to walk forward in class even if the teacher does not urge them to. As a result, pupils must address their emotional issues by their own means.

B. SUGGESTION

In general, the proposals in this study are separated into three sections: the first section is for students, the second section is for English teachers, and the third section is for other researchers. The following are some ideas:

1. 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. The researcher suggests that teachers are active in teaching students to increase the learning process and make students active in learning English, and that 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, the researcher suggests that this study be used as a starting point for conducting further research, particularly on emotional intelligence and learning English as a foreign language.