THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND WRITING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA N 14 PALEMBANG

Undergraduate Thesis

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MOTTO
"DO YOUR BEST, SO YOU CAN'T BLAME YOURSELF FOR ANYTHING"

Dedication :

This thesis was dedicated to :

1. *My inspired Advisors, Hj. Lenny Marzulina, M. Pd and Beni Wijaya, M. Pd who always guide the writer to finish this study, Special Thanks a billion for your knowledge, motivation, and patience. Hope, allah gives the best regard for both of you. Aamin.*

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ABSTRACT

The Aim of the present study was to investigate the correlation and the influence between emotional intelligence and writing achievement. The eleventh grade students especially, IPA 1,2,3 were selected as participants of this study. The instruments which used in this study were an emotional intelligence questionaire from paul mohapel model (2015), and writing test was done to measure students' writing achievement. By using Descriptive writing rubric from brown (2007) students' writing achievement was scored the five sub skills of content, grammar, organization, vocabulary and mechanics. *Pearson product moment, regression analysis, R-square* were used to find out the correlation and the influence between variables. The result revealed that there was a significant correlation between emotional intelligence and writing achievement with r = .388. Besides, there was also a significant influence of emotional intelligence on writing achievement with 15.1%. This study could have implications for English language teachers, course designers, learners, and text book writers.

Key words – **emotional intelligence, writing achievement.**

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) research problems, (3) research objectives, and (4) the significance of the study.

1.1 Background

English is a world language. It is the fastest-spreading language in human history. English is spoken at a useful level by some 1.75 billion people worldwide (Harvard Business Review [HDR], 2012). It was reported by *Kompas* (2013) that "English proficiency in Indonesia stayed in low position in 34th from 44 countries which English is not their mother's language". English is a tool to make communication in our life. Furtheremore, people communicate in different ways to express our thoughts, feelings, knowledge, skills and ideas. The purpose in language teaching and learning is to ensure the use of four basic language skills (listening, speaking, reading, writing). One of the most fundamental skill is writing.

To express ideas and thinking, one of the ways is writing. Agata (2013, p. 1) defines that writing is a process of pouring thoughts into a series of words which requires cognitive and affective process. It is supported by Asmari (2013, p. 132) who adds that "writing is the written expression of thoughts, desires, emotions, and schemes". It means that writing is important skill to make good sentence even good paragraph. In other word, writing is one of the ways that people translate their thoughts for other people.

In globalization era, mastery in writing is important element to get success in reaching success in the future. it is a fundamental language skill that is vital to academic success and a basic requirement for participation in civic life and global economy (Asmari, 2013; and Graham & Perin, 2007). Moreover, Brown (2004, p. 218) stated that

> "Business transaction, record, legal documented, politically, and military agreement were in the form of written by specialist. He claims that today the ability to write has to be an indispensable ability in global literate community".

Based on the Curriculum of 2013, students in the senior high school level are asked to master in writing for various audiences and purposes, including narrative, expository, persuasive, descriptive, business, and literary forms. Wherefore, writing is a crucial requirement in education, scholarship, business, political, and economy recruitment. Especially, in senior high school enviroment, writing is very essential as required to get scholarship, make an essay and understanding the written expression around the school environment. In line with Huy (2015, p. 53), students good writing is a way to approach modern information technology as well as the human knowledge. Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English courses. In short writing is very important for academic requirement. It creates a communication channel between the writer and the reader. It is needed to transfer messages, letters, and knowledge to take exams and to maintain learning.

For senior high school students, writing is considered the most complex skill. According to National Assesment of Education Progress [NAEP] (2011) 24% of ninth to twelfth graders are disspointing proficient level in writing, and only 3% write at an advanced level. In line with Khansir & Abdolahi, (2014, p. 155) indicated that "writing is very difficult skill not only for foreign language learners but also for native language learners". Also, Karolina (2006, p. 8) adds writing is the most difficult subject in the school since the students have to write about what they think in their mind and state it on a paper by using the correct procedure. Alwasila (2004) states that writing has been neglected in the national education from elementary to college, not except senior high school.

In accordance to Curriculum of 2013 in the level of senior high school, students are expected to have great performance especially in creativity and self-management (emotion, confidence, and mood) to plan, draft, and complete error-free essays. Wherefore, those expectation become problems when they were not realized well in the school, not except in the SMA N 14 Palembang which applied Curriculum 2013 as their guidance in the process of teaching and learning. Also, Huy (2015, p. 64) indicates that writing is an essential skill, many students at high school are not interested in it. Those problem involves different aspects such as spelling, punctuation, and organization. Also difficult in managing emotion, confidence, and melting ideas. In relation to the condition in Indonesia, UNESCO (2008) reports that there are Indonesian citizens at the age of 15 to 24 (Involve senior high school students) who are illiterate in writing.

The writing phenomena can be obtained as Wahid (2011) reported that

"The number of books published in Indonesia was not more than 18,000 titles per year. Compared with the total population of Indonesia which is about 230 millions. It is much lower than the number of books published in other countries, such as Vietnam, which was able to publish 15.000 titles per year for population of about 80 millions people. In addition, Japan published not less than 60.000 titles each year, whereas India published 40,000 titles per year, and China published more than 40.000 titles per year".

Another fact which shows that writing is not popular is concerned with the little number of international journal articles written by Indonesian researchers. Wahid (2011) found that

"Since December 2010, the number of articles written by Indonesian' scholars recorded in Scopus is as many as 14,356, while there are more than 40 million records (journal articles, proceeding, and books) which are in Scopus. Malaysia, on the other hand, had published 56,054 works and Singapore published twice more than Malaysia, they are 119,006 works".

Therefore, developing ideas into piece of writing will be difficult when students lack of vocabulary in English, have less capability in using good grammar, and have poor knowledge about writing organization. Besides, non linguistic factor such as learning attitude, emotion, mood, motivation and persistence also contribute in achieving writing. Also (Bracket, Rivers, & Salovey, p. 89) indicate that emotions like anger, happiness, and fear, as well as mood states, preferences, and bodily states, influence how students think, make decisions, and perform different tasks. Pishghadam (2009, p. 38) states that emotional intelligence is pivotal role of students' academic scores in writing.

Emotion is the basic of human, Gence (2016, p. 92) indicates emotional intelligence has recently attracted educators' attention around the world. Goleman (2006, p. 34) indicates that

> "Emotional intelligence abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope".

Also, Azimifar (2013, p. 217) indicates emotional intelligence (EI) has been defined as the ability to empathize, persevere, control impulses, communicate clearly, make thoughtful decisions, solve problems, and work with others in a way that earns friends and success. There are four types of emotional intelligence, those are : emotional awareness, emotional management, social emotional awareness, and relationship management (Goleman, 1998; Mohapel; 2015).

Motallebzadeh (2009, p. 39) defines emotional intelligence is a set of acquired skills and competencies that predict positive outcomes at home with one's family, at school, and at work. Also, Abdolrezapour (2012, p. 331) indicates that "experts believe that success is influenced 20% by IQ and 80% by others factors that guide a persons' character and personality, or their emotional intelligence". Goleman (2006, p. 28) explains people's success depends on their emotional intelligence and this ability is learnable and could be reformed. He adds high emotional intelligence can contribute to a student in the learning process and emotions are positive contributors in everyday life, at work and in different

relationship. Therefore, Turner (2011) adds that emotional intelligence is a better indicator of success than traditional cognitive intelligence.

In the high school level, Goleman (2006, p. 43) indicates students with high emotional intelligence achieve better in school than their peers with lower emotional intelligence. In part with (Mayer, Salovey, & Caruso, 2004) high emotional intelligence brings out students' capacity to reason about emotions to enhance thinking. Yahya, Ee, Bachok, Yahaya, Boon, Hasyim, and Lee (2012, p. 2) a high emotional intelligence helps maintain a state of harmonies and quiet in oneself and finally be more self-confident in dealing with the problems of living and learning in educational institutions. Besides, Restegar and Karimi (2013, p. 23) indicate that emotional intelligence is important and for classrooms activities along learning, especially language learning.

Research indicates that emotional intelligence is associated with success in many areas of life, including effective teaching, student learning, quality relationships, and academic performance (Brackett & Katulak, 2006 p. 1). Emotional intelligence is something that can be built as the age (Jahandar, et.al, 2012, p. 1). It is similar with Turner (2011), emotional intelligence is something that can be improved by learning. Senior high school students are about 15-18 ages. These years are suitable to measure emotional intelligence because their condition is not really stable.

According to Fatum (2008 p. 26), emotional intelligence influences people's action and he argued that if high schools level focus only on academic instruction and school management in their effort to help students attain academic

success, they will fail to achieve their goals. Thus, it is important to educate students to be socially and emotionally intelligence in order to receive the maximum benefit of a teaching program especially English language. It is supported by Nesari, Karimi, & Filinezhad (2011, p. 900) who add that emotional intelligence is a crucial psychological factor which recently has attracted the attention of researchers in the field of second/foreign language learning. The fact in some senior high school, the teachers does not realize well students' emotional intelligence. Yahya, Ee, Bachok, Yahaya, Boon, Hasyim, and Lee (2012, p. 2) state that "the ability of self-control of emotions is a crucial matter for not carried students from negative and evil elements". Student who has negative emotional intelligence, they face difficulties in managing themselves, easy to get angry, fail in social relation and fail in learning achievement unexcept in learning language.

Furthermore, after having informal interview with the English teachers and students of SMA N 14 Palembang. The researcher asked the language skill proficiency and the concept of emotional intelligence as treatment at the school. The researcher found that the teachers did not really aware the student emotional intelligence because the teacher said students have their own characteristic of emotion and it was very difficult to accommodate them. They explained that one of the laziest activities for students in learning English is writing. In writing, students had many problems. Those are they did not have good capability in writing organization, they did writing task with short time without considerate the correct order and grammatical. And when a student has done the writing task. Other students were influenced to finish soon. Furtheremore, some students

argued that writing is as complicated subject because they must realize what they have been in their brain, they could not melt the ideas easily and sometime, they felt fed up, angry and frustrated when they could not produce their minds. Also, they had problem in translating the words. Besides, each semester students' English score in the eleventh grade, most of them got unsatisfed score. Based on the interview, the researcher claimed that writing is stiil become serious problem in English learning which affected by some factors that include in emotional intelligence.

Some researchers have previously explored those related variables: emotional Intelligence and writing achievement. But it is still debatable and there are some inconsistencies found upon the results. Bagheri and Ghasemi (2013) in the research "emotional intelligence and writing performance found that there was no relationship between emotional intelligence and writing and among emotional inteligences' components were no correlation. Other ways, Ghasemy, Behjat, and Karger (2013) indicated straight correlation between emotional intelligence and writing. Sadeghi and Farzizadeh (2013) found that there is a positive relationship between writing ability and emotional self-awareness, a subcategory of EI.

Based on the explanation above, it can be concluded that there is ample evidence that emotions affect performance. Positive emotions can improve performance, while negative ones can diminish it. Realizing the importance of emotional intelligence on student's achievement and the fact positive and negative emotional intelligence can take attention in education. So, it is still needed to concern at the areas.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any a significant correlation between emotional intelligence and writing achievement of the eleventh grade students of SMA N 14 Palembang ?

2. Does emotional intelligence influence writing achievement of the eleventh grade students of SMA N 14 Palembang ?

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. . To find out whether or not there is a significant correlation between emotional intelligence and writing achievement of the eleventh grade students of SMA N 14 Palembang.

2. To know if emotional intelligence significant influence writing achievement of the eleventh grade students of SMA N 14 Palembang

1.4. The Significance of the Study

From this study, the researcher hopes that this study will give some information in development for language teaching and learning process. Especially understanding the students' emotional intelligence related to the students' writing achevement. To get success in learning, learners need to be conscious their capability as a power to reach the purpose of learning.

Therefore, the study hopefully can be useful for teachers, material developer, course designer, next reseacher, and students.

Teaching English especially writing subject, teachers will know the concept of emotional intelligence as one factor that can affect the students' success or failure in their learning especially writing. Also, teacher can handle their students and give special treatment to each student by taking consideration to students emotional intelligence. Besides, it will be useful for material developers in making and designing material, especially writing material. Material developers can create writing material by adapting and ralialize the level of students emotional intelligence. By doing this, there will be suitable from emotional intelligence level and writing material.

Therefore, course or class designer can conduct survey to know the level of students emotional intelligence. It is important for course designer to put the students in the right level of emotional intelligence and the suitable class with others peers. Also, this study will be important infromation for the next researchers who want to identify emotional intelligence and writing. Also, there are a lot possibilities to correlate emotional intelligence to other language skills. Last, specially for the students when they know about their emotional intelligence, it will help them to realize that how to improve their ability effectively. They can improve what are their weaknesses in learning writing by taking

consideration to emotional intelligence as one of factor affects their writing achievement.

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) correlational study, (2) the nature of emotional intelligence, (3) four domains of emotional intelligence, (4) the concept of writing, (5) stages in writing, (6) assessing writing, (7) factors affecting writing achievement, (8) previous related studies, (9) hyphotheses, and (10) criteria for testing hyphothesis.

2.1. Correlational study

Johnson and Christensen (2012, p. 44) state that in correlational research, "the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables". There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012, p. 340):

Table 1

Coeficient Correlation

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.35 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

There are two primary types of correlational research design; explanation and prediction (Creswell, 2005, p. 326). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2005, p. 327) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results. Johnson and Christensen (2012, p. 339) add that in an explanatory study, all the data on both variables will usually be collected within a fairly short

time. Often, the instruments used are administered in a single session, or in two sessions one immediately after the other.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2005, p. 328) shows that the characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2005, p. 150).

2.1. The Nature of Emotional Intelligence

Bar-On (2006, p. 3) defines emotional intelligence in terms of such emotional and social skills that influence our understanding and expression of ourselves, our understanding for others and interaction with them, and the ability to deal with every demands. Also Brackett, Mayer and Warner (2004, p. 1389)

explained emotional intelligence is a competency or skill to perceive and accurately express emotion, to use emotion to facilitate thought, to understand emotions, and to manage emotions for emotional growth. Therefore, Akduman (2015, p. 125) states that emotional intelligence is significant and benefit for various aspects such as education and psychology. It is believed that emotional intelligence is a factor that useful in understanding and predicting one's performance at school and work.

Goleman (1995) defines that emotional intelligence as the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action. He describes emotional intelligence as the ability to perceive emotion, to access and emotional knowledge, to reflectively regulate emotions so as to promote emotional and intellectual growth. Moreover, emotional intelligence involves two broad components. Those are : awareness and management of one's own emotions and awareness and management of others' emotions (Goleman, & weissberg, 2006, p. 240).

2.2. Four Domains of Emotional Intelligence

Goleman (1998, p. 28) designs a model of emotional intelligence which consists of self-awareness, self management, social awareness, and relationship management. The figure follows:

Figure I
Golemans' Emotional Intelligence Model

SELF   SOCIAL

RECOGNITION

SELF-AWARENESS
Emotional Self-awareness
Accurate Self-Assessment
Self-Confidence

SOCIAL AWARENESS
Empathy
Organisational Awareness
Service Orientation

REGULATION

SELF-MANAGEMENT
Self-Control
(GolTransparencyp. 28)
Adaptability
Achievement Drive
Initiative

RELATIONSHIP MANAGEMENT
Inspirational Leadership
Developing Others
Influence
Change Catalyst
Conflict Management
Building Bonds
Teamwork & Collaboration

2.2.1. Self-Awareness

Rahim, Shalaby and Hasan (2014, p. 706) state that "self-awareness is having a clear perception of personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions". It means self awareness is

developing of the ability to be focused here and now rather than absorbed in negative thoughts about the past or future. Plummer (2006, p. 18) indicates that students' good in self- awareness, they can evaluate their weaknesses in learning English, and they always have choices about how they change and develop their ability. Also, self-awareness involves the awareness and understanding of one's own emotions.

Bar-On (2006) describes that self-awareness includes four things:

a. Self-regard which involves the understanding, acceptance and respect of the self.

b. Self-actualization refers to the ability to strive for personal goals and actualize one's potentials,

c. Assertiveness is the ability to effectively express and defend one's beliefs and thoughts. Andrei and petrides (2013, p. 4) argues the skill to stand up for their rights.

d. Independence is the ability of being self-directed and self-control.

Goleman (1998, p. 30) asserts there are three variables included in self-awareness:

A.   *Emotional Awareness*: recognizing one's emotions and their affects. People with this competence:

a) know which emotions they are feeling and why,

b) realize the links between their feelings and what they think, do and say,

c) recognize how their feelings affect their performance, and

d) have a guiding awareness of their values and goals

e) capable of controlling their emotion (Andrei & petrides, 2013, p. 4)

B.	*Accurate self-assessment*: knowing one's strengths and limits. UNSW (2014) assets that self-assessment helps students to take control of their own learning and assessment and gives them the chance to manage their own learning and development more independently. He explains people with this competence are:

    a) aware of their strengths and weaknesses,

    b) reflective, learning from experience,

    c) open to candid feedback, new perceptive, continous learning and self-development, and

    d) able to show a sense of humor and perspective about themselves

C.	*Self-confidence*: Tuncel (2015, p. 2575) argues "self-confidence can be considered as a cognitive human perception that plays important roles in fulfilling basic human requirements such as happiness and success". Yashima, Zenuk, Nishide and Shimizu (2004) explain that self-confidence is the most essential factor that determines students' willingness to participate in oral activities in language classrooms. In other words, self confidence is being conscious with ones' opinions, thoughts and actions that have value and students have the right way and free to express. Goleman (1995) explains people with this competence:

    a) present themselves with self assurance,

    b) have presence,

    c) can voice views that are unpopular and go out on a limb or what is right and are decisive, and

d) able to make sound decisions despite uncertainties and pressures.

2.2.2. Self - Management

Zirak and Ahmadian (2015, p. 599) define self-management is the ability to use awareness of emotions in order to remain flexible and conduct positive behaviors. It is to be able to control emotional reactions in front of people and under different conditions. Emotional management concerns on the understanding of the implications of social activities on emotions and regulating emotions in the individual. Goleman (1998, p. 31) demonstrates that "emotional management that involves six competences. Those are self-control, trustworthiness, conscientiousness, adaptability and innovative".

A. *Self-control*: managing disruptive emotions and impulses. People with this competence :

a) manage their impulsive feelings and distressing emotions well,

b) stay composed, positive and unflappable even in trying moments.

c) think clearly and

d) stay focused under pressure.

B. *Trustworthiness* : maintaining standard of honesty and integrity. People with this competence :

a) act ethically and are above reproach,

b) built trust through their reliability and authencity

c) admit their own mistake and confront unethical actions in others,

d) take tough, and principled stand even if they are unpopular

C. *Conscientiousness* : taking responsibility for personal performance. Conrad and Party (2012) assert that Conscientious students are high in academic self efficacy, which is turn in strongly predictive of higher grades. Conscientious student are also low in test anxiety, which is turn in negatively related to grades. People with this competence :

a) meet commitments and keep promises,

b) hold themselves accountable for meeting their objectives, and

c) are organized and careful in their work

D. *Adaptability* : flexibility in handling charge. Martin, Nejad, Colmar, and Liem (2013) imply adaptable students were more able to keep up with the rapid pace and variable nature of lessons (class participation), experience more positive academic outcomes (school enjoyment), and less inclined to maneuver defensively (self-handicapping) or give up (disengagement). People with this competence :

a) smoothly handle multiple demands,

b) shifting priorities and rapid change

c) adopt their responses and tactics to fit circumstances and

d) are flexible in how they see events.

e) flexible and willing to adapt to new conditions (Andrei & petrides, 2013, p. 4)

E. *Innovativeness* : being comfortable with and open to novel ideas and new information. People with this competence :

a) seek out fresh ideas from wide, variety of sources

b) entertain original solutions to problems

c) generate new ideas, and

d) take fresh perspectives and risks in their thinking.

2.2.3. Social Emotional Awareness

Andrei and Petrides (2013, p. 4) argue that social awareness is the ability to accomplish networkers with great social skill. Also, Goleman (1998, p. 31) describes social awareness includes some competencies : Empathy, service orientation, developing others, leveraging diversity, and political awareness.

A. *Empathy* : Andrei and Petrides (2013, p. 4) explained that "empathy is the capability of taking someone's perception". People with this competence:

a) are attentive to emotional

b) cues and listen well

c) show sensitivity and understand others perspective

d) help out based on understanding other people's needs and feelings.

B. *Service orientation* : anticipating, recognizing and meeting customers need. People with this competence :

a) understand customers' need and match them to service or products,

b) seek ways to increase customers' needs satisfaction and loyality

c) gladly offer appropriate assistance

d) grasps customers' perspective, and

e) acting as a trusted advisor.

C. *Developing others* : sensing what others need in order to develop, and bolstering their abilities. People with this competence :

a) acknowledge and reward people's strength

b) accomplishments and developments

c) offer useful feedback and identify people's needs for development

d) mentor, give timely coaching, and

e) offer assignments that challenge and grow a person's skill.

D. *Laveraging diversity* : cultivating opportunities through diverse people. People with this competence :

a) respect and relate people from varied background

b) understand diverse worldviews and are sensitive to group differences,

c) see diversity as opportunity

d) creating an environment where diverse people can thrive, and

e) challenge bias and intolerance.

E. *Political awareness* : reading a group's emotional currents and power relationship. People with this competence :

a) accurately read key powerrelationship

b) detect crucial social networks

c) understand and the forces that shape views and actions of clients, customers, or competitors.

d) accurately read situations and organizational and external realities.

2.2.4. Relationship Management

Zirak and Ahmadian (2015, p. 599) define the competency to use awareness of others' emotions in order to succeed in controlling and managing interactions. It refers to the ability to establish pleasant relationship and healthy interaction with others (Goleman, 1998, p. 31). He described the competences in this sub variable are : influence, communication, conflict management, leadership, change catalyst, building bonds collaboration and teamwork.

A. *Influence* : wielding effective tactics for persuasion. People with this competence :

a) are skilled at persuasion

b) fine-tune presentations to appeal to the listener,

c) use complex strategies like indirect influence to build consensus and support, and

d) orchestrate dramatic events to effectively make a point.

B. *Communication* : sending clear and convincing messages, people with this competence :

a) are effectively in give and take

b) registering emotional cues in arraging their messages

c) deal with difficult issues straight forwardly

d) listen well, seal mutual understanding, and welcome sharing of information fully, and

e) foster open communication and stay receptive to bad news as well as good.

C. *Leadership* : inspiring and guilding groups and people with this competence :

a) articulate and arouse enthuasism for a shared vision and missions,

b) step forward to lead as needed,

c) regardless of position,

d) guide performance of others while holding them accountable, and lead by example

D. *Change catalyst* : intiating or managing change. People with this competence:

a) recognize the need for change and remove barriers,

b) challenge the status quo to acknowledge the need for change,

c) champion the change and enlist others in its pursuit, and model the

d) change expected of others

E. *Conflict management*: Negotiating and resolving disagreements. People with this competence:

a) handle difficult people and tense situations with diplomacy and tact,

b) spot potential conflict,

c) bring disagreements into the open, and help deescalate,

d) encourage debate and open discussion, and

e) orchestrate win-win solutions.

F. *Building Bonds*: Nurturing instrumental relationships. People with this competence:

  a) cultivate and maintain extensive informal networks,

  b) seek out relationship that are mutually beneficial,

  c) build rapport and keep in loop, and

  d) make and maintain personal friendship among work associates

G. *Collaborative and Cooperative*: Working with others toward shared goals. People with this competence:

  a) balance a focus on task with attention to relationships, collaborate, sharing plans, information and resources,

  b) promote a friendly, cooperative climate, and spot

  c) and nurture opportunities for collaboration

H. *Team Capabilities*: Creating group synergybin pursuing collective goals. People with this competence:

  a) model team qualities like respect, helpfulness, and cooperation,

  b) draw all members into active and enthusiastic participation,

  c) build team identity, esprit de corps and commitment, and

  d) protect the group and its reputation share credit

2.3. The Concept of Writing

Writing was primarily convention for recording speech and for reinforcing grammatical and lexical features of language (Brown, 2008, p. 218). Therefore, Rekawati (2011, p. 15) stated that writing ability is the ability to express idea,

opinions and thought and a way of communicating information, ideas, and feelings to other people. It is the embodiment of one's thoughts recorded in forms of letters, words, sentences, etc. Also writing is intended for someone else to read, writing should be handled with such care. Failure to write properly will result in miscommunication and misunderstanding. Yeny (2012, p. 10) defined that writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. Furthermore, Graham and Perin (2007, p. 3) writing well is not just a option for young people, but it is a necessity.

2.4. Stages in Writing

There are some stages in writing process. Harmer (2004, p. 4-5) states that there are some stages in writing process as the following:

1. Planning

   In this stage, the students should plan what they are going to write. The students can make list of all ideas in their mind related to the topic the want to write.

2. Drafting

   In this stage, the students write the rough draft or the first draft with a hope it can be revised later to make it better and well organized.

3. Editing

   In this stage, the students can read their rough draft and check whether the order of information is clear, there is no confusing or

ambiguous meaning from the sentences, and they can check the structure of the sentence.

4. Final version

   After the students edit the rough draft and rewrite it, the students can produce the final draft. Because of some changes in editing process, the students can produce the better draft.

2.5. Writing Achievement

Achievement is something which becomes the students' target and goal that can be reached at a good level at the end of learning. Achievement in the second language learning means the reached target that can be achieved by the learner in certain skill, for example writing. writing achievement is the ability in producing ideas, thought, things in the brain and feeling that is assessed by using writing test. the result of the test will be scored and categorized in the level of writing. In this study, writing achievement is the result of writing achievement test of eleventh grade students of SMA N 14 in the academic year 2016/2017.

2.6. Assessing Writing

Assessing is the teacher measure the task performance of the students whether the target has been fulfilled or not. Brown (2007, p. 413) states that "one way to view writing assessment is through various writing checklists or grids that can indicate to students their areas of strength and weakness, and in many cases

such taxonomies are strong rubrics". Assessing students work on writing should be done considering the agency of analysis toward student's work on writing.

There are some purposes of writing assessment. Coffin (2003, p. 75) states there are some purposes of writing assessment as follows :

1. to provide evidence of student's knowledge and understanding of a particular course of study.

2. to provide evidence of student's acquisitions of subject-specific skills, or the ability to apply knowledge and understanding (e.g. students ability to carry out certain forms of analysis).

3. to indicate how effectively students can express their knowledge and understanding in writing (e.g. using disciplinary conventions such as those discussed in chapter 3).

4. to help students learn, or consolidate their learning (both of subject knowledge/skill and of academic writing conventions.

5. to provide feedback to students on their work.

6. to motivate students to carry out certain activities.

7. to provide a diagnostic assessment of student's writing (before providing writing support to the student).

8. to help the teachers to evaluate their teaching.

9. to help students to evaluate their own learning.

2.7. Factors Affecting Writing Achievement

There are three factors that affects writing achievement those are psychological factors, sociocultural factors, and linguistic factors. The details are following :

2.7.1. Psychological Factor

The factors related to the writers internal factors can also be known as the psychological factors. Brown (2007, p. 153) believes that "the psychological factors of students can be identified from the affective factors of the students". Further, Brown (2007, p. 154-174) explains that the affective factors which becomes the psychological factors that will affect the undergraduate students in order to create a good thesis writing are (1) self-esteem, (2) attribution theory and self-efficacy, (3) willingness to communicate, (4) Inhibition, (5) risk taking, (6) anxiety, (7) emphaty, (8) extroversion, (9) motivation. He explains that all of the psychological factors will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.

2.7.2. Sociocultural Factor

Since language cannot be separated away from the culture, so, it is also important to analyze the difficulties in writing thesis through the eyes of the sociocultural factors. Brown (2007, p. 189) claims that culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis are bold in three aspects, such as :

1. The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor.

2. The culture in the language classroom of the undergraduate students, and

3. The communicative competence among each undergraduate students, and the communicative competence between undergraduate students and their tutor.

2.7.3. Linguistic Factor

Brown (2007, p. 262-263) classifies four categories to describe the errors in second language learner production data. Brown (2007, p. 263) classifies procedure to identify error. Those are: *first*, identify errors by addition, omition, substitution and ordering. *Second* category as Brown believes to identify the errors is put in the students levels of language (phonology, lexicon, grammar and discourse) that should be considered. *Third*, errors can be also analyzed by the global errors or local errors. He explains that domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied or reordered in order to repair the sentence. In the context of the analysis of the factors of students difficulties in writing.

2.8. Previous Related Studies

Bagheri and Ghasemi (2013) investigated the relationship between emotional intelligence and writing performance. 30 advanced IELTS students from two English language teaching institutes in Boushehr were selected to

participate in this current study. IELTS's writing test (argumentative essay) and self-report emotional intelligence (SSREI) were used. The data was applied on pearson coefficient correlation, regression and ANOVA to find the correlation and prediction among variables. The result revealed that there is no relationship between emotional intelligence and writing achievement. Also, emotional intelligence components and writing were no correlation.

On the contrary, Ghasemi, Behjat and Kargar (2013) showed the purpose of this study to identify the relationship between self-awareness as sub-category of emotional intelligence and writing achievement. In this study, the body of female BA sophomores of TEFL in Urmia University, (N = 47), within the age range of 18-25, was given a close look in terms of their EI. The students were first given Bar-On's Emotional Quotient Inventory (a Likert scale questionnaire) and, the students were given a writing test and the resulting scores were correlated with their EI scores. The result showed positive relationship between writing and emotional awareness as sub category of emotional intelligence of Iranian EFL learners.

In addition, Sadeghi and Farzizadeh (2013) investigated the relationship between emotional intelligence and writing skill in MA students. 50 post graduate EFL students took part in this study. The investigation was done through using an EI questionnaire and two tests of writing, one before and another after the instruction. To analyze the data, paired sample t-test and Two-Way ANOVA were used. To check the correlation, Pearson product-moment correlation coefficient was run. The findings showed that the connection is straight. Based on the

analysis, there were no significant differences between female and male learners' writing achievements and their emotional managements.

Further, Mohzan, Hassan and Halil (2013) investigated the influence of emotional intelligence on academic achievement among students of Education Faculty, Universiti Teknologi Mara (UiTM). The data of this research were obtained through the use of a questionnaire. The results of the study revealed that the respondents have high level of Emotional Intelligence. The findings of the study hold important implications on the value of emotional intelligence and their relationships tostudents' academic performance especially among pre-service teachers. It was found that significant influence emotional intelligence on academic achievement.

After all, Pishghadam (2009) examined the role of emotional intelligence in second language learning. 508 second year students at four universities in Iran were asked to complete the Emotional Intelligence Inventory (EQ-i). EQ-i data were matched with the students' academic records, scores in reading, listening, speaking, and writing. Predicting second language learning success from emotional intelligence variables produced divergent results, depending on how the variables were operationalized. When EQ-i variables were compared in groups (successful vs. unsuccessful) who had achieved very different levels of academic success and scores in different skills, second language learning was strongly associated with several dimensions of emotional intelligence.

2.9.   **Hypotheses**

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_o: There is no significant correlation between students' emotional intelligence and their Writing achievement.

    H_1:   There is a significant correlation between students' emotional intelligence and their writing achievement.

2. H_o: Students' emotional intelligence does not give significant influence on writing achievement.

    H_1:   Students' emotional intelligence gives significant influence on writing achievement.

2.10. Criteria for testing hypotheses

In testing hypotheses, there are some criteria. Those are in the following (Creswell, 2012, p. 188-189; Fraenkel, Wallen & Hyun, 2012, p. 228-229, Cohen, Manion, & Marrison, 2007, p. 519-520).

1. If p-value is higher than 0,05 ($p >0,05$), the level of significance is 5 %, H_0 is accepted and H_1 is rejected.

2. If p-value is less than 0,05 ($p<0,05$), the level of significance is 5 %, H_0 is rejected and H_1 is accepted.

CHAPTER III

METHOD OF RESEARCH

This chapter presents (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) research instruments analysis, and (7) data analysis.

3.1. Research Design

In conducting this research, correlational research was used to find out the correlation between variables and explain and interpret the appeared results. The procedure were, first; the student's emotional intelligence was identified by using questionnaire. Second; by using writing test, the student's writing achievement was obtained. Then the correlation and influence between variables were analyzed through Statistical Package for Social and Science (SPSS) 21.00 based on the results of the questionnaires and writing test. Last, explanation and interpretation of the results were discussed.

This is a correlational study to find out the relationships between emotional intelligence and writing achievement of the eleventh grade students at SMAN 14 Palembang. Johnson and Christensen (2012) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at

all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables then to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa. The research design can be seen in the following figure as follows:

Figure 2

Correlation Research Design
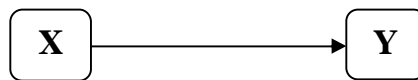
Source : Cohen, Mannion, and Menisen (2007)

X = Emotional Intelligence

Y = Writing Achievement

3.2. Research Variables

According to Fraenkel et al. (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent.* The independent variable is a stimulus variable or input, it is that factor which is measured, manipulated, or selected by the researcher to determine its relationship to an observed phenomena. Meanwhile, the dependent variable is response variable or output, it is that factor which is observed and measured to determine the effect of the independent variables. In this research, the students' emotional

intelligence is the independent variable and symbolized by X, and the students' writing achievement is the dependent variable and symbolized by Y.

3.3. Operational Definitions

To avoid the possibility of misunderstanding about some terms in this research, especially those used in the title, the definitions are provided.

Correlation is the study to measure one or more independent and dependent variable in identifying wheather or not the variables related each other. In this research, there were two variables that were correlated which are emotional intelligence, and writing achievement.

Emotional-intelligence means the ability to control and to manage one's and other's feeling that guide human behavior. It was identified by using questionnaire that consist four domains follow :

Table 2
The Four Domains of Emotional Intelligence

No	Emotional Intelligence
1	Self-Awareness
2	Emotional Management
3	Social Emotional Awareness
4	Relationship Management

Source : (Goleman, 1998; Mohapel;2015)

Writing achievement refers the ability of students' writing as the result of writing test of eleventh grade students of SMA N 14 in the academic year 2016/2017 which determine from the score. It was measured from the students' writing test on the given topic. The test is in the form of descriptive writing with the indicators; ideas, organization, sentences, mechanics and vocabulary.

3.4.   Subject of the Study

3.4.1. Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. Also, Fraenkel et al. (2012, p. 91) argued the larger group to which one hopes to apply the results is called the population. The population of this study was all the active students of the eleventh grade at SMA 14 Palembang in the academic year 2016-2017. The distribution of population of the study can be seen below.

Table 3

Distribution of Population

No	Class	Number of Students
1	XI IPA 1	37
2	XI IPA 2	36
3	XI IPA 3	38
4	XI IPA 4	39
5	XI IPS 1	38
6	XI IPS 2	37
7	XI IPS 3	38
8	XI IPS 4	37
Total		295

Source : SMA N 14 Palembang

3.4.2. Sample

A sample in a research study is the group on which information is obtained (Fraenkel et al., 2012, p. 91). The sample of this study was taken by using purposive sampling method. Purposive sampling (judgmental sampling) is used in both qualitative and quantitative research (Johnson & Christensen, 2012, p. 235). According to Creswell (2005, p. 204), in this method, the researchers selected individuals and sites to learn and understand about the topic whether they are "information rich". Moreover, Johnson and Christensen (2012, p. 231) add that "in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics".

According to Creswell (2012, p. 146), approximately 30 participants for a correlational study that relates variables. So the sample of this research are 111 students from eleventh grade of IPA 1, IPA 2, and IPA 3. The researcher chose these classes because these classes described the characteristic which researchers needs to study. Those characteristics are : students in the eleventh grade have a lot of experience in learning writing, their emotional intelligences were varieties, and their writing scores were varieties. The researcher did not take social science class because English teacher explain that their writing ability was not variety, most of them had low writing level. In addition, they were not rich information in writing. The distribution of the sample is as follows:

Table 4

Distribution of Sample

Class	Semester	Number of Students
1	XI IPA 1	37
2	XI IPA 2	36
3	XI IPA 3	38
	Total	111

Source : SMA N 14 Palembang

3.5. Data Collection

In collecting data, there were two kinds of instruments which used to get the data student's emotional intelligence, it was identified by using questionnaire. Writing test was applied to measure students' writing achievement.

3.5.1. Emotional-Intelligences' Questionnaire

Johnson and Christensen (2012, p. 162) define questionnaire as a self-report data collection instrument that each research participant fills out as part of a research study. The data about students' emotional intelligence were collected by adopting emotional intelligence questionnaire which adopted from San Diego city college MESA Program By Paul Mohapel (2015) which used likert scale questionare. Items on the scales were anchored *"Never (0), Rarely (1), Sometimes (2), Often (3), and Always (4).*

There were 40 items in the questionnaire consisting of 4 aspects for each element of emotional intelligence. Each aspect had ten items. Questions were responded by students in about 30 minutes. The time allocation was taken from

the previous study. The highest score was 160. The lowest score was 0. The following is the table of emotional intelligence questionnaire specification.

Table 5

Emotional Intelligence questionnaire specification

No	Emotional Intelligence	Items in the Questionnaire
1	Self-Awareness	1,2,3,4,5,6,7,8,9, and 10
2	Emotional Management	11,12,13,14,15,16,17,18,19,and 20
3	Social Emotional Awareness	21,22,23,24,25,26,27,28,29 and 30
4	Relationship Management	31,32,33,34,35,36,37,38,39 and 40

Source : Paul Mohapels' model (2015)

In categorizing students' emotional intelligence, each domains' score were calculated. The score was categorized each based on the guidance from Mohapel (2015). There are three categories those are :

Table 6

The Category of Emotional Intelligences' Domains

No	EQs' Domains	Score	Category
1	Self-Awareness	0-24	Area for enrichment (low)
		25-34	Effective functioning (medium)
		35-40	Enhanced Skill (high)
2	Emotional Management	0-24	Area for enrichment (low)
		25-34	Effective functioning (medium)

		35-40	Enhanced Skill (high)
3	Social Emotional Awareness	0-24	Area for enrichment (low)
		25-34	Effective functioning (medium)
		35-40	Enhanced Skill (high)
4	Relationship Management	0-24	Area for enrichment (low)
		25-34	Effective functioning (medium)
		35-40	Enhanced Skill (high)
	➢ Area for enrichment (low) : requires attention and development ➢ Effective Functioning (Medium) : consider strengthening ➢ Enhanced skill (High) : use as leverage to develop weaker areas		

Source : Paul Mohapels' model (2015)

After calculating and categorizing emotional intelligences' domains, all of the scores from each domains were calculated and averaged to know the level of students' emotional intelligence.

3.5.2. Writing Test

In accordance with Brown (2008, p. 384), test is a method of measuring persons' ability or knowledge in a given domain. To obtain the students' writing achievement, writing test was conducted. The students' writing test was written by students in the form of descriptive paragraph based on the given topic. The topics were 1) *Person whom I admire (My Idol),* 2) *My beloved Family, and* 3) *The famous tourism object in Indonesia* The researcher took the topics because

they have studied about "how to describe person" based on the syllabus. And those topics had closes related to their daily life.

The scoring system was based on writing rubric of descriptive text from Brown (2007). The indicators were content, organization, grammar, vocabulary and mechanics. From the analytic scoring rubric for writing, each aspect was scored from 4 to 1. In categorizing the students' writing achievement. The averaged score from three raters were weighted to 5.

3.6.   Research Instruments Analysis

Before the questionnaire and real test were conducted, the validity and reliability were checked. Johnson and Christensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

3.6.1. Validity Test

Fraenkel, et. al. (2012, p. 147) states that validity is the most important idea to consider when preparing or selecting an instrument for use. It is supported by Creswell (2012, p. 146), that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. In this research, the questionnaire was ready made questionnaire from Paul Mohapel (2015). It was piloted by Herawati (2015) to 34 students of SMA N 1 Palembang who had same

level and characteristic as the sample. Mathers, Hunn, and Fox (2007, p. 9) indicate that questionnaire can be designed by the researcher or they can be taken based on some ready made index including the fact of these have been validated and tested for reliability, Also be normative data available as a baseline to compare the results. it was not checked for the validity of questionnaire, because it was valid. In addition, the questionaire was translated to indonesia language, since the participants of this study were EFL students in order to make students were easier to understand. The indonesia translation was validated by three experts.

Other ways, the researcher applied the content of validity to check whether valid or not the writing test by having expert judgment. The researcher asked suggestion to experts about the writing test in the form of descriptive paragraph. There were five aspects that will be asked about writing test. Those are instruction, content, topics, time allocation, and rubric. There were three validators evaluating the test whether it was appropriate or not. The scores were absolutely inappropriate, inappropriate, moderate, appropriate, and absolutely appropriate. The range of the scores were 1-5. The results from each validators were categorized based on the aspects. The criteria of validation, the instrument is valid if validators at give appropriate or absolutely appropriate to each aspects.

3.6.2. Reliability Test

In accordance with Creswell (2012, p. 146), reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent. Johnson and Christensen (2012, p. 340) state

that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire was reliable if the coefficient is 0.70 or higher. The emotional intelligence questionnaire from Paul Mohapel (2015) was ready made, and it was reliable, since the cronbach alpha score is 0.76. it means that *reliable*. Furtheremore, the indonesia version of questionaire was appropriate in the grade "B" from three experts. In short, it was available to use in this study.

Further, the reliability of writing test was obtained. Since it was measured as the result of three expert judgments. The result showed that writing test with the topic and rubric were absolutely appropriate, and instruction, content, and time allocation were appropriate. All in all, writing test was reliable.

3.7. Data Analysis

In analyzing the data in this research. There were some analyses related to research problems in this research. The data analysis in this research are questionnaires' analysis, writing analysis, pre-requisite analysis (normality and linearity), correlation's analysis by using Pearson Product Moment will be apply to achieve the first research problem to find the correlation between variable and the last, regression analysis was used to achieve the influence related to the second research problem.

3.7.1. Questionnaire Analysis

Firstly, the data from questionnaire were analyzed and calculated to decide the students' emotional intelligence by identifying their answer and count

the score of each students' emotional intelligence questionnaire. The scoring system was used likert scale (never, seldom, sometime, often and always). The score was from 0 to 4. The results score was classified into emotional intelligence category. In categorizing students' emotional intelligence, each domains' score was calculated. After calculating and categorizing emotional intelligences' domains, all of the scores from each domains were calculated to determine the real score of students' emotional intelligence. Furthermore, to know the level of students' emotional intelligence, the scores were averaged. The range score were 0-24 (low), 24-34 (medium), and 35-40 (high). The details are following :

Table 7

The level of Emotional Intelligence

No	Score	Category
1	0-24	Area for enrichment (low)
2	25-34	Effective functioning (medium)
3	35-40	Enhanced Skill (high)

3.7.2. Writing Analysis

Secondly, the students' writing test was analyzed by three raters, those who validated the writing test, by using the rubric for descriptive writing from Brown (2007) (see appendix B). There were five aspects of the writing scoring system and the scale of each aspect is from 4 to 1. As a result, the highest score of all was 20. Since there were three raters, the scores from three raters were

averaged. The averaged score determined the students' writing achievement. The following is the category of the students' writing achievement.

Table 8
The Category of Writing

No	Score	Category
1	100-81	Excellent
2	71-80	Very good
3	61-70	Average
4	51-60	Fair
5	<50	Poor

Source : SMA N 14 Palembang

3.7.3. Pre-requisite Analysis

As the matter of fact, it was an essential to do pre-requisite test since the study was in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the researcher tried to find out whether the data distribution from each variable was normal and linear or not between two variables.

3.7.3.1. Normality Test

Normality test was used to determine whether sample data draw from a normally distributed population or not. It was conducted due to many parametric statistical methods, including Pearson correlation test and regression test. Therefore, the researcher applied Kolmogorov-Smirnov test by using SPSS 16. The data were normally if the p-value is greater than 0.05 ($p > 0.5$).

3.7.3.2. Linearity Test

The linearity test was conducted in order to recognize whether the data between the variables are linear or not. Test for linearity by using SPSS 16 will be conducted in order to recognize whether the data of the variables were linear or not. Therefore, if the p- value (linearity) is less than 0.05 (p-value < 0.05), the data correlation is linearly. Then, after the researcher conduct those test. If the data are normal and linear, the further was able to be administered.

3.7.4. Correlation Analysis

Correlations' analysis was applied after analyzing the data from questionnaire, and student's writing test. In order to find out the correlation between students' emotional intelligence as a whole and their writing achievement, Pearson – Product Moment Correlation was used. If the p-value is less than 0,05, there is a significant correlation. Meanwhile, if the p-value is greater than 0,05, there is no significant correlation.

3.7.5. Regression Analysis

Regressions' analysis was applied after analyzing the data from emotional intelligence questionnaire, and student's writing achievement. If there was a significant correlation between emotional intelligence and writing

achievement, it was continued to find out the influence between two variables. To know the influence and percentage between variable. It was obtained from the $P<0.05$ means there is significant influence. If $P>0.05$, means there is no significant influence. To know the percentage R-Square^2 was administered. Regression analysis will be applied by using the Statistical Package for Social and Science (SPSS) 21st version computer program.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents (1) researh findings, (2) statistical analysis, and (3) interpretations.

4.1. Research Findings

There were two kinds of researh findings in this study: (1) the result of students' emotional intelligence and (2) the result of students' writing ahievement.

4.1.1 Results of Students' Emotional Intelligence

The total active samples in the eleventh grade students' of SMA N 14 Palembang were 111 students. 102 students participated in this study, and the others did not attend when conducting this study. The 40 items of emotional intelligence questionares were used to investigate the participants' emotional intelligence. The desriptive statistical analysis of emotional intelligence questionares for the participants is shown in Table 9. The maximum score is 37, and the lowest score is 9. The mean of the emotional intelligence is 25.90 and the standard deviation is 5.28. The range is 28. This mean score indicates that the level of emotional intelligence of participants is moderate.

Table 9

Descriptive statistic of Emotional Intelligence

N	Valid	102
	Missing	0
Mean		25.9020
Std. Error of Mean		.52348
Median		26.0000
Mode		26.00
Std. Deviation		5.28684
Variance		27.951
Range		28.00
Minimum		9.00
Maximum		37.00
Sum		2642.00

It was revealed that from the questionaire, the three levels of emotional intelligence were all perceived by the students with different numbers; "high" as the least perceived level and "moderate" as the most perceived one (See Apeendix H). There were 39 students who have low emotional intelligence, 56 students have Moderate level, and 7 students have high level of emotional intelligence. The details are as follow:

Table 10

Distribution of Students' Emotional Intelligence

Category	Frequency	Percentage
Low	39	38.23%
Moderate	56	54.90%
High	7	6.86
Total	102	100%

4.1.2 Result of Students' Writing Achievement

The desriptive statistical analysis of writing for the participants is shown in Table 11. The maximum score is 18, and the lowest score is 6. The mean of the writing scores for the participants is 11.87, converse to 5, the mean score is 59.35, and the standard deviation is 2.78. The range is 12. This mean score indicates that the level of writing achievement of participants is fair.

Table 11
Descriptive Statistic of Writing

N	Valid	102
	Missing	0
Mean		11.8725
Std. Error of Mean		.27610
Median		12.0000
Mode		12.00
Std. Deviation		2.78849
Variance		7.776
Range		12.00
Minimum		6.00

Maximum	18.00
Sum	1211.00

For each category, 5 students had excellent writing achievement. 15 students had very good writing achievement. 19 students had average writing achievement. 28 students had fair level and 35 students had poor writing achievement (See Appendix K). The distribution is presented in the following table:

Table 12

Distribution of Students' Writing Achievement

No	Score Interval	Number of Students	Category	Percentage
1	100-81	5	Excellent	4.90%
2	71-80	14	Very good	14.70%
3	61-70	19	Average	18.62%
4	51-60	28	Fair	27.45%
5	<50	36	Poor	34.31%
	Total	102	-	100%

4.2 Statistical Analyses

There were three statistical analyses that the researher applied in this study:

1. The statistical analysis of normality and linearity

2. The statistical analysis of correlation analysis between students' emotional intelligence and their writing achievement in all participants.

3. The statistical analysis of regression analysis between students' emotional intelligence and their writing achievement in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 21st version for windows. As parametric statistics, in term of correlation and regression, and purposive sampling technique were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if p> 0,05. If p< 0,05, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table 11 indicated that the data from each variable were all normal and appropriate for data analysis with coeficients .621 for emotional intelligence and .266 for writing achievement (See the test of normality on appendix O).

Table 13
Normality Test
One-Sample Kolmogorov-Smirnov Test

		Emotional Intelligence	Writing Achievement
N		102	102
Normal Parameters[a]	Mean	25.9020	11.8725
	Std. Deviation	5.28684	2.78849
Most Extreme	Absolute	.075	.099

Differences	Positive	.075	.099
	Negative	-.050	-.077
Kolmogorov-Smirnov Z		.753	1.004
Asymp. Sig. (2-tailed)		.621	.266

a. Test distribution is Normal.

The normal Q-Q plot of each variable is illustrated in the following

figures:

Figure 3. Distribution of Emotional Intelligence Data
Normal Q-Q Plot of Emotional Intelligence
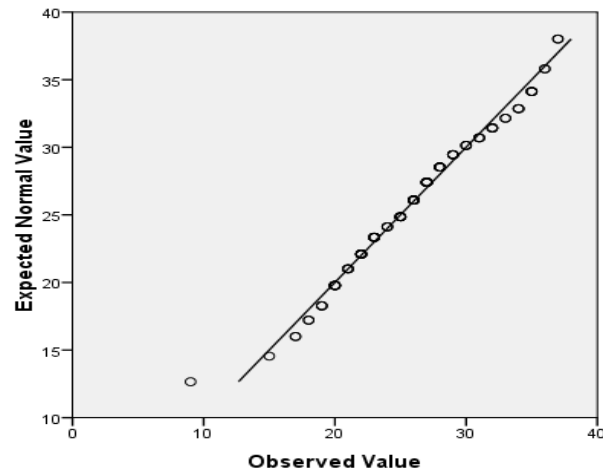
Figure 4. Distribution of Writing Achievement Data

Normal Q-Q Plot of Writing Achievement
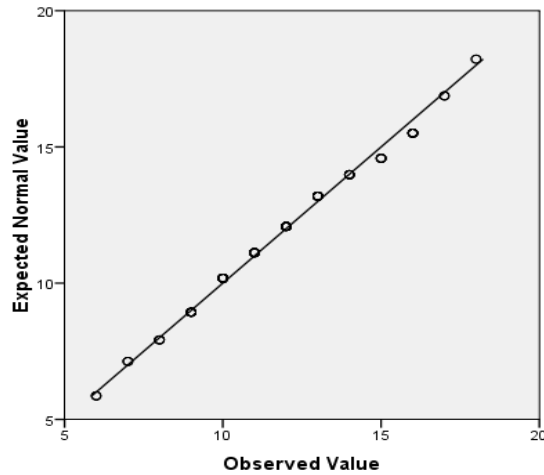
4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between emotional intelligence and writing achievement was .060. To sum up all the data were linear for each correlation and regression (see test of linearity on appendix Q).

Tabel 14
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Writing Achievemen t * Emotional	Betwe en Group s	(Combined)	321.191	22	14.600	2.48 5	.002
		Linearity	118.230	1	118.230	20.1 23	.000

					1.64 5	
Intelligence	Deviation from Linearity	202.961	21	9.665		.060
	Within Groups	464.152	79	5.875		
	Total	785.343	101			

4.2.2 Correlation between Emotional Intelligence and Writing Achievement

This section answered the first research problem. By analyzing the result of desriptive statistics for the emotional intelligence and writing ahievement.

Based on Pearson Product Moment Correlation Coeficient, the result indicated that the pattern of correlation between emotional and writing achievement was positive. The correlation coeficient or the *r*-obtained (.388) was higher than *r*-table (.194). Then the level of probability (*p*) significance (sig.2-tailed) was .000. It means that *p* (.000) was lower than .05. Thus, there was a significant correlation between the students' emotional intelligence and writing achievement. The details are following :

Table 15

Correlation between Emotional Intelligence and Writing Achievement

		Writing Achievement
Emotional Intelligence	Pearson Correlation	.388[**]
	Sig. (2-tailed)	.000
	N	102

4.2.3 Influence of Students' Emotional Intelligence on Writing Achievement

This section answered the first research problem. By analyzing the result of desriptive statistics for the emotional intelligence and writing ahievement. In addition, since there was a significant correlation between the emotional intelligence and writing achievement, it can be inferred that students' emotional intelligence has significant influence on their writing achievement. However, regression analysis was still used to find out if students' emotional intelligence influenced their writing achievement.

The results indicated that the students' emotional intelligence influenced writing achievement significantly with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between students' emotional intelligence toward their writing achievement of eleventh grade students of SMA N 14 Palembang. It means that there was a significant influence of emotional intelligence on writing achievement.

Table 16
The Regression Analysis of Students' Emotional Intelligence and Writing Achievement

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.572	1.285		5.115	.000
	Emotional Intelligence	.205	.049	.388	4.210	.000

a. Dependent Variable: Writing Achievement
=

In addition, to know the percentage of emotional intelligence influenced on writing achievement, R-Square was obtained. The result of

the analysis revealed that the R Square (R^2) was .151 It means that students' emotional intelligence gave significant effect in the level of 15.1 % toward writing achievement, and 84.9% was unexplained factors value. Table 15 is shown as the result of Model Summary follow.

Table 17
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.388[a]	.151	.142	2.58285

a. Predictors: (Constant), Emotional Intelligence

4.3. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant correlation between emotional intelligence and writing achievement. Also, there was a significant influence of emotional intelligence on writing achievement.

Based on the result of pearson product moment correlations, it was found that there was a positive and a significant correlation between emotional intelligence and writing achievement with ($r=$ .388). also, there was significant influence of emotional intelligence on writing achievement with 15.1 %. The explanation to support this finding is that from the beginning of the first class the participants had been involved in English writing practices and assignments or explores to English writing materials and interactions from printed textbooks, online media, and social networks. In addition, some students has been joining English training course. Also, they had a lot of prior knowledge or experience about the topics which given in the writing test.

Furtheremore, it might be because eleventh grade students are aware of their emotional intelligence performance. They tried to push themselves to be social person, good management, believe on their capability, and control their emotions. They were brave to write without being afraid mistakes by taking consideration to their emotions. It means that, students realized the importance of emotional intelligence which affected their performance in learning english, especially writing. It is supported by Asmari (2013, p. 132), writing is the written expression of thoughts, desires, emotions, and schemes.

The findings of this study are consistent with Abdoelrezapour (2012, p. 335) found positive relationship between emotional intelligence and writing performance. He explained to students what the purpose of the study was namely, to discover what might be the effect of dealing with emotions on their writing performance they were all enthusiastic about and interested in taking part in it. In addition to understand that their participation would provide valuable information for teachers of writing, they were excited by such notions as emotional intelligence and affective factors. They had never thought about their emotions, at this level of awareness, and the possibility of its effect on their language. The similiarity of the present study that has same dependent and dependent variable. Meanwhile, the participants and emotional intelligence questionaire are different.

The result of this present study is in agreement with the studies of Ghasemi and Behjat (2014, p. 204). The findings showed that the connection between emotional intelligence and writing improvement is straight. It was caused by teaching learners how to write, argue and defend points, students become

motivated to use information contained in emotion to make effective decisions. In the right decisions, believing that students are capable to control emotions and manage relationship, learners show more persistence in their writing. Furtheremore, Mohzan, Hasan and Halil (2013, p. 304) indicate that having high emotional intelligence gives an added advantage to individuals, may it be in educational pursue or career development. This is because, emotional intelligence is one of the important determinants of academic achievement among students and it also brings an essential roles for working world. The similiarity with the present study that students motivated when they used effectively their emotion. This study has the same independent and dependent variable. The differences are the instrument that used to measure emotional intelligence.

The results of the present study is in line with Sadeghi and Farzizadeh (2013, p. 26). The results indicated positive relationship between writing ability and the emotional self-awareness, a subcategory of EI. It was cause that each types of EI affect language skill. This is in conformity with the claim that EI plays a greater role than IQ in determining one's life outcomes, be it educational or any other momentous phases of life (Lynn, 2005, p. 105; Mokhtar, Majid, & Foo, 2008, p. 54). The similiarities of the present study have same dependent variable. And the dependent variable as one of emotional intelligence cateory in the present study. In addtion, every scales in emotional intelligence gave contibution to writing performance, unexcept self-awareness.

On the contrary, Bagheri and Ghasemi (2013, p. 34) revealed that there was no relationship between emotional intelligence and writing achievement.

Also, emotional intelligence components and writing were no correlation. 30 advanced IELTS students from two English language teaching institutes in Boushehr were selected to participate in this current study. IELTS's writing test (argumentative essay) and self-report emotional intelligence (SSREI) were used. The data was applied on pearson coefficient correlation, regression and ANOVA to find the correlation and prediction among variables. The result above was cause the generalization of emotional intelligence did not match with the social context of participants while their writing performance on IELTS run very well. Thos study in part with the present study that has same independent and dependent variable. The differences in the present study emotional intelligence match and straight with writing achievement. In additing, both of instruments that used in this study were different.

Moreover, Pishghadam (2009, p. 36) found that emotional intelligence had no correlation between academic performance. Meanwhile, there was significant correlation between emotional intelligence subscales between academic achievement. The other two domains on the other hand were found to be negatively and weakly associated with academic achievement. They are the *Others' Emotion Appraisal* ($r= -0.029$, $p= 0.326$) and *Regulation of Emotion* ($r= -0.006$, $p= 0.462$). These negative relationships suggest that the higher the respondents' ability to recognize other people's emotion and to regulate their emotions, the lower their academic achievement. This finding dispute the other research findings that have established a positive relationship between emotional intelligence skills and academic achievement. According to Parker (2007, p. 518),

inconsistent findings among studies investigating the relationship between emotional intelligence and academic achievement "may be the result of methodological problems of narrowly defining emotional capabilities and/or assessing academic success over very short time periods". Jaeger and Eagan (2007, p. 519) further illustrated that the uncertain relationship between the two might depend on "the operational of the academic performance variable". In part with the present study, both of studies had same independent variable. This study investigated as whole and subscales of emotional intelligence. Each subscales of emotional intelligence affected academic achievement, especially writing ability. Other ways, both of studies different dependent variables.

In short, the total contribution of students' emotional intelligence and their writing achievement showed significant correlated and influenced. However the unexplained factors also had contribution on students' writing achievement. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Finally, this study was success in investigating the correlation and the influence between students' emotional intelligence and their writing achievement of undergraduate EFL students of English Education Study Program at UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents (1) conclusions and (2) recommendations.

5.1. Conclusions

From the findings and interpretations in the previous chapter, some conclusions could be presented related to two variables that conducted in this study self-regulation and reading comprehension based on research problems.

First, students' emotional intelligence had significant correlation to their writing achievement with r- .388 was higher than r-table .194. and the probability was showed .00 was lower than .05. It showed in the level of weak correlation. It meant that the hyphothesis H_1 was accepted, while H_o was rejected. It could be proved that emotional intelligence gave significant correlation to the students' writing achievement.

Second, it can be concluded that students' emotional intelligence gave significant influence on students performance in writing. it was shown that the probability score was lower than .05. Besides student's emotional intelligence gave 15.1% contribution to their writing achievement. It can be seen from R-Square with the score .151. It indicated that emotional intelligence as one of non-linguistic factor had essential contribution in successing students' writing achievement. The rest was unexplained factors in reading. This study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

5.2. Recommendation

Based upon the result of this research, it is recommended especially for students. Since the emotional intelligence is important for themselves, they have to be aware and explore themselves in the certain learning so that they can achieve more in learning not only in writing subject but all subjects. Furthermore, these findings can imply that teachers still need to know and understand their students' emotional intelligence. Due to this fact, snce emotonal intelligence contributed to the students of eleventh grade of SMA N 14 Palembang, it is suggested that teacher should focus on the emotional intelligence as a non-linguistic factor or as writing psychological factor. Teachers need to conduct material which relevant with students' emotional intelligence. Besides, these findings can also have implications for material develover and guide them to create more suitable materials that relevant with students' emotional intelligence in designing writing English course. Finally, it is recomended that further research be conducted to consider whether teaching approach, teaching method, teaching strategy or teaching technique related to emotional intelligence for students' writing achievement. Additionally, for future researchers who have interest in this subject and there are possibilities to correlate them with other variables since there are still many unexplained factors that can give contribution for students' writing achievement. More importantly, realizing the adventages of emotional intelligence theory and approaches teachers should still consider their existence in improving students' writing achievements.

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Appendix A
Emotional Intelligence Questionnaire

Name   :

Class   :

Gender   :

No	Statements	Never	Rarely	Someti mes	Often	always
1	My feelings are clear to me at any given moment					
2	Emotions play an important part in my life					
3	My moods impact the people around me					
4	I find it easy to put words to my feelings					
5	May moods are easily affected by external events					
6	I can easily sense when I'm going to be angry					
7	I readily tell others my true feelings					
8	I find it easy to describe my feelings					
9	Even when I'm upset, I'm aware of what's happening to me					
10	I am able to stand a part from my thoughts and feelings and examine them					
11	I accept responsibility for my reactions					
12	I find it easy to make goals and stick with them					
13	I am on emotionally balanced person					
14	I am very patient person					
15	I can accept critical comments from others without becoming angry					
16	I maintain my composure, even during stressful times					
17	If an issues does not affect me directly, I don't let it bother me					
18	I can restrain myself when I feel anger					

	towards someone					
19	I control urges to overindulge in things that could damage my well being					
20	I direct my energy into creative work or hobbies					
21	I consider the impact of my decisions on other people					
22	I can tell easily if the people around me are becoming annoyed					
23	I sense it when a person's mood change					
24	I am able to be supportive when giving bad news to others					
25	I am generally able to understand the way other people feel					
26	Me friends can tell me intimate things about themselves					
27	It genuinely bothers me to see other people suffer					
28	I usually know when to speak and when to be silent					
29	I care what happens to other people					
30	I understand when people's plans change					
31	I am able to show affection					
32	My relationships are safe places for me					
33	I find it easy to share my deep feelings with others					
34	I am good at motivating others					
35	I am a fairly cheerful person					
36	It is easy for me to make friends					
37	People tell me I am sociable and fun					
38	I like helping people					
39	Others can depend on me					
40	I am able to talk someone down if they are very upset					

Source : adapted from San Diego university college MESA program a model by

Paul Mohapel (2015).

APPENDIX B
Angket Kecerdasan Emosional
by Paul Mohapel (2015).

Nama   :

Kelas   :

Jenis kelamin   :

No	Pernyataan	Tidak pernah	Jarang	Kadang-kadang	Sering	Selalu
1	Saya memahami apa yang saya rasakan					
2	Perasaan merupakan bagian terpenting dalam hidup saya					
3	Mood saya mempengaruhi orang-orang disekitar saya					
4	Saya adalah orang yang sangat perasa					
5	Mood saya mudah sekali dipengaruhi oleh orang-orang disekitar saya					
6	Saya bisa merasakan dengan mudah ketika saya marah					
7	Saya suka menceritakan perasaan saya kepada orang lain					
8	Saya dapat menjelaskan perasaan saya dengan mudah					
9	Saaya tetap tenang bahkan dalam situasi yang membuat orang lain marah					
10	Saya mampu memahami perasaan dan pikiran saya					
11	Saya bertanggung jawab penuh atas apa yang saya lakukan					
12	Saya mudah dalam membuat tujuan dan konsisten dalam mencapainya					
13	Saya dapat mengendalikan emosi diri saya sendiri					
14	Saya adalah orang yang sangat sabar					
15	Saya dapat menerima kritik dengan pikiran terbuka dan menerimanya bila hal itu dapat dibenarkan					
16	Dalam keadaan tertekan sekalipun, saya tetap menjaga ketenangan diri saya					
17	Masalah-masalah pribadi saya tidak mengganggu pergaulan saya dengan orang lain					
18	Saya dapat mengendalikan diri saya					

	ketika saya marah				
19	Saya mampu mengendalikan diri terhadap hal-hal yang dapat mengganggu ketenangan hidup saya				
20	Saya suka menghabiskan energi saya untuk hal-hal yang kreatif atau hobi-hobi saya				
21	Saya menyadari dampak dari keputusan-keputusan terhadap orang-orang disekitar saya				
22	Saya dapat dengan mudah menjelaskan jika seseorang didekat saya menjadi pengganggu				
23	Saya dapat merasakan suasana hati kelompok ketika saya memasuki ruangan				
24	Saya orang yang baik ketika memberikan kabar buruk kepada orang lain				
25	Saya biasanya dapat mengetahui bagaimana perasaan orang lain terhadap saya				
26	Saya bisa membuat orang lain yang tidak saya kenal bercerita tentang diri mereka				
27	Saya sangat terganggu melihar orang-orang disekitar saya menderita				
28	Saya selalu paham kapan saya harus berbicara dan kapan saya harus diam				
29	Saya peduli dengan apa yang terjadi pada orang lain				
30	Saya bisa menempatkan diri pada posisi orang lain				
31	Saya mampu menunjukkan rasa kasih sayang kepada orang lain				
32	Saya nyaman berelasi dengan orang lain				
33	Saya mudah sekali berbagi perasaan yang dalam dengan orang lain.				
34	Saya mampu untuk memotivasi orang lain				
35	Saya orang yang ceria				
36	Saya orang yang mudah bersahabat				
37	Banyak orang bilang kalau saya adalah orang yang asyik dalam bergaul				
38	Saya suka membantu orang lain				

39	Saya adalah orang yang dapat diandalkan oleh orang lain					
40	Ketika teman-teman saya memiliki masalah, mereka meminta solusi kepada saya					

APPENDIX C

SHEET OF WRITING TEST

Name **:**
Class **:**

Directions:

1. Write a descriptive paragraph that consists of at least 100 words.

2. Time limit is 30 minutes.

3. The topic are

- Person whom I admired (My Idol)

- My beloved family

- The famour tourism object in Indonesia

APPENDIX D

LEMBAR TES MENULIS

Nama   :
Kelas   :

Petunjuk:

4. Tulislah sebuah paragraf deskriptif yang terdiri minimal 100 kata.

5. Waktu mengerjakan selama 30 menit

6. Pilihlah salah satu topik yang ada di bawah ini.

   a. **Person whom I admired "My idol"**
      (orang yang saya kagumi "Idola saya")
   b. **My beloved family**
      (Keluarga saya tercinta)
   c. **The Famous tourism object in Indonesia**
      (objek wisata yang terkenal di Indonesia)

APPENDIX E
Writing Rubric of Descriptive Paragraph

Aspect	Score	Performance Description
Content -Topic -Details	4	The topic is complete and clear and the details are relating to the topic.
	3	The topic is complete and clear but the details are almost relating to the topic.
	2	The topic is complete and clear but the details are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organization -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives.
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.
	1	Identification is not complete and descriptions are arranged with misuse of connectives.
Grammar -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies.
	3	Few grammatical or agreement inaccuracies but not affect on meaning.
	2	Numerous grammatical or agreement inaccuracies.
	1	Frequent grammatical or agreement inaccuracies.
Vocabulary	4	Effective choice of words and word forms.
	3	Few misuse of vocabularies, word forms, but not change the meaning.
	2	Limited range confusing words and word form.
	1	Very poor knowledge of words, word forms, and not understandable.

Mechanics -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization.
	3	It has occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization.

Source : Brown, H. D. (2007). *Teaching by Principle: An Interactive Approach for language pedagogy* (2nd ed.).London, England: Longman, Inc

APPENDIX F
Validity and Reliability of
Writing Test

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	absolutely Appropriate

The Result of expert judgment

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction				2	1	Appropriate
2	Topic					3	Absolutely Appropriate
3	Time Allocation				2	1	Appropriate
4	Content				2	1	Absolutely Appropriate
5	Rubric					3	Absolutely Appropriate
Comment : 1. The length of the words, 2. Add others topic.							

APPENDIX G TABULATION OF EMOTIONAL INTELLIGENCE QU

Name	Number of Items Emotional Intelligence																																	
	1	2	3	4	5	6	7	8	9	10	SA	11	12	13	14	15	16	17	18	19	20	SM	21	22	23	24	25	26	27	28	29	30	SEA
1	2	3	1	1	1	1	3	3	4	1	20	3	3	2	4	4	3	4	3	2	4	32	2	1	2	2	2	1	3	3	4	3	23
2	3	3	3	3	4	4	4	3	3	3	33	4	4	3	4	4	4	3	4	3	4	37	4	4	3	4	4	4	2	4	4	2	35
3	4	4	1	2	4	4	3	2	0	4	28	2	2	0	1	2	0	2	1	2	4	16	2	3	4	0	3	3	3	3	2	2	25
4	3	4	2	4	2	3	4	4	0	3	29	4	2	4	3	4	0	2	4	2	2	27	2	4	2	0	3	1	4	4	3	0	23
5	2	3	4	2	4	4	3	4	4	2	32	4	4	4	0	4	4	4	4	4	4	36	3	1	3	2	4	4	4	4	4	4	33
6	4	1	2	2	1	3	4	4	1	4	26	4	4	2	1	4	1	0	1	2	4	23	2	1	2	2	2	3	3	2	3	2	22
7	3	3	4	1	3	1	2	0	4	3	24	3	3	2	2	3	2	2	1	1	3	22	2	1	2	2	1	2	3	3	3	2	21
8	3	3	2	0	3	2	2	0	4	3	22	2	2	1	3	3	2	2	2	1	3	21	2	2	1	1	1	2	3	3	3	2	20
9	4	2	3	1	1	3	1	2	2	3	22	3	2	1	0	2	0	2	1	2	3	16	1	0	1	2	2	1	2	3	3	3	18
10	3	2	2	1	1	1	3	2	2	2	19	3	2	1	1	2	0	1	0	1	3	14	1	1	1	1	0	0	2	3	2	2	13
11	3	4	0	4	4	3	3	4	1	3	29	4	4	2	1	1	2	4	2	4	4	28	4	4	3	2	0	0	2	4	2	1	22
12	3	4	4	4	3	4	4	4	4	3	37	4	3	4	4	4	4	3	4	3	2	35	2	3	3	2	4	4	3	4	4	2	31
13	3	4	1	4	3	4	2	2	1	3	27	3	2	1	0	2	1	2	2	3	4	20	2	2	3	3	3	4	4	1	2	2	26
14	4	4	3	4	4	3	3	4	4	4	37	4	2	4	4	4	4	4	4	4	4	38	4	4	3	4	4	4	2	4	4	4	37
15	4	4	2	4	3	1	0	2	4	4	28	4	2	4	2	2	3	4	3	3	1	28	2	2	2	2	3	1	2	1	1	2	18
16	2	2	2	0	4	0	1	0	2	3	16	4	2	2	1	4	2	3	4	0	1	23	2	3	4	3	2	1	0	1	2	3	21
17	4	2	2	3	3	4	0	3	2	3	26	4	3	3	2	2	2	2	3	2	3	26	3	3	4	2	1	3	3	3	2	3	27
18	2	1	0	2	4	1	0	1	1	2	14	1	2	4	3	2	2	4	3	3	4	28	1	2	3	0	1	0	2	4	2	1	16

19	3	4	2	2	2	4	2	4	0	1	27	2	1	0	2	3	2	2	3	2	2	19	0	4	0	0	0	0	3	4	3	3	17
20	4	4	3	4	2	4	4	3	4	4	35	4	4	3	4	4	3	3	3	4	4	36	4	4	2	4	2	4	4	4	4	4	36
21	2	2	1	3	3	2	2	2	1	3	21	2	1	2	3	2	3	2	1	0	2	17	3	1	3	3	2	2	2	1	1	1	19
22	2	3	4	4	2	2	3	1	0	1	22	1	1	0	0	3	0	2	0	2	2	11	3	4	3	4	4	3	2	4	4	3	34
23	2	4	3	2	4	2	4	2	2	2	27	4	4	4	2	4	1	1	3	3	1	27	2	1	2	1	1	2	4	3	3	3	22
24	3	4	3	3	2	2	2	2	0	2	23	2	1	2	2	2	1	2	2	2	2	18	2	2	1	1	1	1	1	2	2	1	15
25	4	4	2	4	4	2	4	4	4	4	36	4	4	3	4	3	3	4	4	4	4	37	4	4	2	4	4	3	4	4	4	4	37
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29	4	4	1	3	2	4	3	4	3	4	32	4	4	3	3	4	3	4	3	3	2	33	4	4	4	4	4	0	4	3	2	3	34
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34	3	3	2	3	3	2	3	3	4	4	30	3	2	3	3	3	3	4	3	2	3	31	2	3	3	3	3	2	3	3	3	3	28
35	4	3	4	4	3	3	2	4	4	4	35	4	4	3	4	4	3	3	4	3	4	36	4	2	4	2	4	3	4	3	2	4	32
36	2	3	2	2	2	2	2	1	1	4	20	3	3	2	2	2	2	2	2	2	3	23	2	2	3	1	1	2	2	2	2	2	19
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46	3	2	1	2	2	2	3	1	1	3	20	3	3	2	2	2	3	0	2	2	2	21	1	2	0	0	2	2	1	1	0	0	9
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54	3	4	2	3	4	4	3	4	1	2	29	2	2	1	1	3	1	2	2	2	4	20	2	3	2	1	3	1	2	3	1	3	21
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61	2	4	3	1	2	3	4	2	3	3	27	4	2	2	2	1	1	4	2	2	1	21	2	3	3	2	3	2	3	4	3	2	27
62	3	4	4	2	4	3	4	1	2	2	29	4	1	3	3	4	3	2	3	2	3	28	3	4	2	2	2	0	2	3	3	2	23

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64	3	4	1	2	1	1	1	3	2	4	22	3	2	1	3	2	2	4	2	3	2	24	2	0	2	1	2	0	2	4	3	2	18
65	3	4	2	1	3	3	4	3	3	2	28	4	3	2	3	3	4	4	4	2	1	30	0	3	1	2	3	4	3	2	3	4	25
66	3	2	2	2	3	2	1	2	2	4	23	3	2	3	4	2	3	2	3	3	2	27	2	2	2	2	3	3	1	2	1	2	20
67	3	4	2	3	1	2	1	2	2	4	21	3	3	2	2	1	1	0	2	2	2	18	1	2	2	2	3	0	0	4	4	3	21
68	3	1	0	4	0	4	3	2	4	3	24	4	2	3	3	2	4	4	4	2	3	31	4	3	2	3	2	1	3	2	2	3	25
69	3	3	0	2	0	3	3	2	2	3	21	3	2	3	2	3	0	3	1	1	1	19	2	2	3	2	3	3	3	3	3	3	27
70	4	4	4	3	3	4	4	4	4	4	38	4	4	3	4	4	3	4	4	3	4	37	4	2	3	3	3	4	4	3	4	4	34
71	3	4	2	2	1	3	3	1	3	3	25	4	3	1	2	2	2	1	0	3	3	21	0	0	2	0	3	4	4	2	1	1	17
72	3	0	2	1	0	1	1	2	3	3	16	4	3	2	2	2	2	2	1	3	4	25	4	4	3	1	3	3	3	3	4	4	32
73	3	0	2	2	1	1	0	2	0	3	15	4	4	4	4	2	3	3	3	2	4	33	4	4	2	3	4	0	2	3	3	3	28
74	1	1	2	1	2	3	1	1	4	3	19	3	2	4	4	4	4	4	4	4	4	37	2	0	1	0	2	2	2	3	1	2	15
75	1	2	4	4	0	0	0	0	4	4	19	4	4	4	4	2	4	4	4	3	4	37	3	0	4	0	4	3	2	4	1	0	21
76	4	4	1	4	2	4	3	2	2	4	30	4	2	2	4	3	3	2	4	2	2	28	3	3	4	4	3	4	4	4	4	4	37
77	3	3	2	0	1	4	0	4	2	3	22	4	0	0	3	3	2	0	4	4	0	20	1	1	2	0	2	0	0	3	1	3	13
78	4	4	2	3	2	4	3	1	2	4	29	4	3	3	3	4	2	3	3	3	4	30	2	3	2	2	3	0	1	3	2	3	21
79	4	4	3	3	3	4	3	4	4	4	36	4	4	2	4	3	2	4	3	3	4	33	3	4	3	2	2	2	3	4	4	3	30
80	4	2	2	3	1	2	3	0	3	4	24	4	4	4	3	4	3	4	4	4	4	38	4	4	4	3	3	4	4	4	4	4	38
81	2	4	3	3	3	2	1	1	2	4	25	2	4	1	1	4	2	2	1	2	1	20	3	1	3	1	1	0	2	0	3	3	17
82	4	4	3	4	1	4	4	4	2	3	32	3	3	1	2	3	0	2	0	3	3	20	3	3	2	1	3	2	3	2	4	4	27
83	3	4	2	4	3	2	4	4	3	4	33	2	1	1	1	2	3	2	1	1	0	14	2	3	3	2	3	2	4	4	3	3	29
84	3	2	4	2	0	3	0	0	2	2	18	3	1	3	3	3	3	2	2	2	1	23	1	3	3	0	0	0	3	3	3	0	16

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86	3	3	2	3	2	3	1	2	2	3	24	3	3	2	2	3	1	3	2	1	3	23	3	1	2	3	1	2	3	3	3	2	23
87	3	4	3	3	3	3	2	1	1	2	25	4	4	4	3	4	4	4	4	4	4	39	4	4	3	3	4	4	4	4	4	4	38
88	4	2	3	4	3	4	2	2	2	4	30	4	3	4	2	3	2	4	4	2	4	32	4	4	3	3	4	2	4	2	2	4	32
89	4	2	4	2	3	3	2	2	1	2	25	3	4	4	3	3	2	1	2	2	4	28	3	4	4	3	2	2	4	3	4	3	32
90	4	4	2	3	2	2	2	3	3	3	28	4	2	4	4	4	2	2	3	3	4	32	3	1	2	1	2	1	4	2	4	2	22
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92	3	2	2	2	2	3	2	3	4	4	27	3	4	3	2	3	3	4	2	3	3	30	2	2	2	2	3	1	3	4	3	2	24
93	3	1	2	2	4	3	3	2	4	3	27	4	2	3	4	2	3	1	2	1	3	25	2	4	4	2	3	1	3	2	0	2	23
94	4	3	2	2	0	4	3	0	1	2	21	4	2	2	2	2	3	4	2	3	2	26	3	3	3	3	2	4	3	2	3	2	28
95	3	4	4	4	2	3	4	3	2	3	32	4	3	2	1	3	2	4	2	1	4	26	2	1	2	3	3	3	4	2	4	3	27
96	2	2	0	0	2	3	4	0	4	4	21	3	2	3	2	4	3	3	3	3	4	30	2	3	3	2	2	0	0	2	3	3	20
97	4	2	2	4	3	3	2	2	3	4	29	4	2	3	2	3	2	4	2	2	4	28	3	2	3	2	2	0	3	2	3	2	22
98	1	0	0	0	2	3	0	0	2	0	8	0	0	0	2	2	2	0	2	0	4	12	0	0	2	0	3	0	2	0	0	0	7
99	2	4	4	4	4	4	4	2	1	3	32	4	4	3	2	3	2	2	2	2	3	27	3	1	2	3	3	3	2	4	3	2	26
100	3	2	3	2	2	3	3	2	4	3	27	4	2	2	3	3	2	4	4	2	2	28	3	4	3	3	2	1	2	3	4	1	26
101	4	2	2	2	1	3	4	4	3	4	28	4	3	3	2	4	4	4	3	2	4	33	2	4	2	0	2	0	4	4	4	2	24
102	4	4	3	4	4	2	1	0	4	4	30	4	1	2	3	1	2	4	2	0	1	20	2	3	3	1	3	3	2	4	3	3	27

APPENDIX H

Emotional Intelligence Questionnaires' score

Class   : XI IPA 1

No	Name	Emotional Intelligence	Categorization
1	Yuniarti	26	Moderate
2	Yolanda Ulandari	35	High
3	Ayu Oktariza Irawan	25	Moderate
4	Alfira Rahmawati	28	Moderate
5	Faradion m.g.r	34	Moderate
6	A. Rizal Arjuna	23	Low
7	Yogi Adi Saputra	22	Low
8	Ananda Rahul	21	Low
9	Alifia Nabila	20	Low
10	Dahlia Septiani	18	Low
11	Reno Andri Yansa	26	Moderate
12	Irma Nur Septiani	34	Moderate
13	Yunita	25	Moderate
14	Tasya Putri	37	High
15	Aisyah R	23	Low
16	Aditya Rifki	20	Low
17	Badarrudin	26	Moderate
18	Galang Samudra	18	Low
19	Nuria Amrina. R	22	Low
20	M. Fikri Azhari	36	High
21	Aprilia. SP	20	Low
22	Yuwirda Saimona	26	Moderate
23	Rotua Magdalena. N	26	Moderate
24	Leni Meilina	20	Low
25	Thadya Azrielyani	37	High
26	Erent Navanda	20	Low
27	Nurjanah	26	Moderate
28	Siti Marina	21	Low

29	Fatia Seftira	33	Moderate
30	Della Melika	29	Moderate
31	Muhammad Maulana	29	Moderate

Emotional Intelligence Questionnaires' score

Class   : XI IPA 2

No	Name	Emotional intelligence	Categorization
1	M. Fikri Oktariza	20	Low
2	Mega Astuti	28	Moderate
3	Raissyafi'i EV	30	Moderate
4	Ahmad Khoirun Amala	35	High
5	Fadilla Octadwina. S	22	Low
6	Khififah Indah Sari	35	High
7	Muhammad Fahri Adam	27	Moderate
8	Khoirul Anam	20	Low
9	M. Fajri Hidayah	19	Low
10	Heri Mulyadi	26	Moderate
11	Goldy. A. R	22	Low
12	Ahmad Agung Wibowo	32	Moderate
13	Putri Amelia Gaupati	28	Moderate
14	Cshelly Sanora	31	Moderate
15	Anisa Afriani	15	Low
16	Ika Sulistya	27	Moderate
17	Gholda Alma Sandi	22	Low
18	Nuzula Laila Utami	24	Low
19	Anggrah Purwanto	28	Moderate
20	Fitria Handayani	29	Moderate
21	Anggi Suryani	23	Low
22	Widya Karamina	32	Moderate
23	Vera Ramayanti	25	Moderate
24	Nadiah	27	Moderate
25	Irma Niranti	21	Low
26	Nurwinda Puspita	17	Low
27	Erika Wulandari	27	Moderate
28	Mhifta Fadilla	32	Moderate
29	Marsa Handa. A	22	Low

30	Neta Malenda	27	Moderate
31	Bella	26	Moderate
32	Mutiara Hediana	26	Moderate
33	Lisa Grafita	21	Low
34	Musdalifah Anggraini	28	Moderate
35	Fadilla Fitrianti	23	Low

Emotional Intelligence Questionnaires' score

Class   : XI IPA 3

No	Name	Emotional Intelligence	Categorization
1	Sela Angreini	33	Moderate
2	Syerina Sembiring	25	Moderate
3	Riche Aprilinza	23	Low
4	Desti Trinanda	36	High
5	Tasya Anisah Rizqi	22	Low
6	M. Arya Anjasmara	25	Moderate
7	M. Raihan Adiputra	26	Moderate
8	M. Nopriansyah	23	Low
9	Melany Tri Wahyuni	25	Moderate
10	Putri Anggraini	31	Moderate
11	Rizwan Mahani	17	Low
12	Rizky Ramadhan	24	Low
13	Veronike	32	Moderate
14	Kurnia	34	Moderate
15	Gusvita Saputri	19	Low
16	Silvi Yuniar	29	Moderate
17	Olvi Melti Amelia	27	Moderate
18	Siti Wardah	19	Low
19	Suci Amalia Mirani	30	Moderate
20	Lola Aprilia	23	Low
21	Rizka Amalia	35	High
22	Serli Tri Arinda	31	Moderate
23	Reviyanti Anisyah	29	Moderate
24	Pebriyanti Simanjuntak	27	Moderate
25	Misna	22	Low
26	Yusril Amrullah	27	Moderate
27	Naufal Alfarabi	25	Moderate
28	Robby Andika	26	Moderate
29	Rizky Intan Pratiwi	28	Moderate

30	Muhammad Arista Putra	24	Low
31	R. M. Hafiz	25	Moderate
32	M. Rifqi A. Ariq	9	Low
33	Oktariana	28	Moderate
34	Ismi Wahyuni. M	27	Moderate
35	Zahara Medya Puspa	30	Moderate
36	Qurrota Ridho	23	Low

Level	Number	Percentage
Low	39	38.23%
Medium	56	54.90%
High	7	6.86

APPENDIX I

Tabulation Writing Score Raters

Class : XI IPA 1

Rater 1 : Deta Desvita Sari, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	Yuniarti	2	2	1	2	1	8
2	Yolanda Ulandari	3	3	3	3	3	15
3	Ayu Oktariza Irawan	2	2	2	2	2	10
4	Alfira Rahmawati	2	2	1	1	2	8
5	Faradion m.g.r	3	3	3	3	1	13
6	A. Rizal Arjuna	2	1	2	2	1	8
7	Yogi Adi Saputra	1	1	1	2	1	6
8	Ananda Rahul	1	1	1	2	1	6
9	Alifia Nabila	1	1	1	2	1	6
10	Dahlia Septiani	1	1	1	2	1	6
11	Reno Andri Yansa	2	2	2	2	2	10
12	Irma Nur Septiani	3	3	3	3	2	11
13	Yunita	1	1	1	2	1	6
14	Tasya Putri	3	3	3	3	3	15
15	Aisyah R	2	2	2	2	2	10
16	Aditya Rifki	3	3	3	3	2	14
17	Badarrudin	2	2	2	3	2	11
18	Galang Samudra	1	1	1	2	1	6
19	Nuria Amrina. R	3	3	3	3	2	14
20	M. Fikri Azhari	3	3	3	3	3	15
21	Aprilia. SP	1	1	1	2	1	6
22	Yuwirda Saimona	2	1	1	1	1	6
23	Rotua Magdalena. N	2	1	2	2	1	8
24	Leni Meilina	2	2	2	2	1	9
25	Thadya Azrielyani	3	3	3	3	3	15
26	Erent Navanda	2	2	1	2	1	8
27	Nurjanah	1	1	1	2	1	6

28	Siti Marina	1	1	1	2	1	6
29	Fatia Seftira	3	3	3	3	1	13
30	Della Melika	2	2	3	3	1	11
31	Muhammad Maulana	3	3	3	3	3	15

Writing Score

Class : XI IPA 2

Rater 1 : Deta Desvita Sari, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	M. Fikri Oktariza	2	2	2	2	1	9
2	Mega Astuti	1	1	1	2	1	6
3	Raissyafi'i EV	3	2	2	2	2	11
4	Ahmad Khoirun Amala	2	2	2	2	2	10
5	Fadilla Octadwina. S	3	3	3	3	1	13
6	Khififah Indah Sari	3	3	3	3	1	13
7	Muhammad Fahri Adam	1	1	1	2	1	6
8	Khoirul Anam	1	1	1	2	1	6
9	M. Fajri Hidayah	1	1	1	2	1	6
10	Heri Mulyadi	2	1	1	2	1	7
11	Goldy. A. R	2	1	1	2	1	7
12	Ahmad Agung Wibowo	2	2	2	2	2	10
13	Putri Amelia Gaupati	3	3	3	3	1	13
14	Cshelly Sanora	2	2	2	2	2	10
15	Anisa Afriani	2	2	2	2	1	9
16	Ika Sulistya	2	1	1	2	1	7
17	Gholda Alma Sandi	2	1	1	2	1	7
18	Nuzula Laila Utami	1	1	1	2	1	6
19	Anggrah Purwanto	3	3	2	3	2	13
20	Fitria Handayani	2	2	2	2	2	10
21	Anggi Suryani	2	2	1	2	2	9
22	Widya Karamina	3	3	3	3	1	13
23	Vera Ramayanti	3	3	2	3	2	13
24	Nadiah	3	2	2	2	1	10
25	Irma Niranti	3	3	2	3	2	13
26	Nurwinda Puspita	1	1	1	2	1	6
27	Erika Wulandari	1	1	1	1	1	5
28	Mhifta Fadilla	2	1	1	2	1	7

29	Marsa Handa. A	3	3	3	3	2	14
30	Neta Malenda	1	1	1	1	1	5
31	Bella	2	2	2	2	2	10
32	Mutiara Hediana	2	2	1	2	1	8
33	Lisa Grafita	1	1	1	2	1	6
34	Musdalifah Anggraini	2	2	2	2	1	9
35	Fadilla Fitrianti	2	2	2	2	1	9

Writing Score

Class   : XI IPA 3

Rater   3   : Deta Desvita Sari, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	Sela Angreini	2	2	2	2	1	9
2	Syerina Sembiring	3	2	2	3	2	12
3	Riche Aprilinza	2	1	1	2	1	7
4	Desti Trinanda	2	2	1	2	1	8
5	Tasya Anisah Rizqi	3	3	3	3	3	15
6	M. Arya Anjasmara	2	2	2	2	1	9
7	M. Raihan Adiputra	2	1	2	2	1	8
8	M. Nopriansyah	2	2	1	2	1	8
9	Melany Tri Wahyuni	2	2	1	2	1	8
10	Putri Anggraini	3	2	1	3	2	11
11	Rizwan Mahani	2	2	1	2	1	8
12	Rizky Ramadhan	3	2	2	2	1	10
13	Veronike	2	2	2	1	1	8
14	Kurnia	3	3	3	3	1	13
15	Gusvita Saputri	3	3	3	3	2	14
16	Silvi Yuniar	3	3	2	3	2	13
17	Olvi Melti Amelia	2	2	2	2	1	9
18	Siti Wardah	2	2	2	2	2	10
19	Suci Amalia Mirani	2	1	2	2	1	8
20	Lola Aprilia	2	2	2	2	2	10
21	Rizka Amalia	2	2	2	2	1	9
22	Serli Tri Arinda	3	3	3	3	2	14
23	Reviyanti Anisyah	3	3	3	3	2	14
24	Pebriyanti Simanjuntak	3	2	2	2	2	11
25	Misna	1	1	1	2	1	6
26	Yusril Amrullah	2	1	1	2	1	7
27	Naufal Alfarabi	2	2	2	2	2	10
28	Robby Andika	2	2	2	2	2	10

29	Rizky Intan Pratiwi	2	2	2	2	2	10
30	Muhammad Arista Putra	2	2	2	2	2	10
31	R. M. Hafiz	3	3	2	3	2	13
32	M. Rifqi A. Ariq	2	1	1	2	1	7
33	Oktariana	2	1	1	2	1	7
34	Ismi Wahyuni. M	2	1	1	2	1	7
35	Zahara Medya Puspa	2	2	2	2	1	9
36	Qurrota Ridho	2	2	2	2	1	9

Writing Score

Class : XI IPA 1

Rater 2 : Mutmainnah, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	Yuniarti	4	3	3	4	4	18
2	Yolanda Ulandari	4	3	4	4	4	19
3	Ayu Oktariza Irawan	4	3	2	4	3	16
4	Alfira Rahmawati	4	3	1	2	4	14
5	Faradion m.g.r	4	4	4	4	3	19
6	A. Rizal Arjuna	1	1	1	1	2	6
7	Yogi Adi Saputra	3	2	3	3	3	14
8	Ananda Rahul	1	2	2	2	3	10
9	Alifia Nabila	3	3	2	2	3	13
10	Dahlia Septiani	3	3	2	2	3	13
11	Reno Andri Yansa	4	4	4	4	4	20
12	Irma Nur Septiani	2	2	2	3	3	13
13	Yunita	3	3	4	4	3	17
14	Tasya Putri	2	3	4	4	4	17
15	Aisyah R	3	3	3	4	4	17
16	Aditya Rifki	4	3	4	3	3	17
17	Badarrudin	4	3	2	3	4	16
18	Galang Samudra	4	3	3	4	4	18
19	Nuria Amrina. R	4	3	4	4	4	19
20	M. Fikri Azhari	4	3	4	4	3	18
21	Aprilia. SP	1	1	2	3	3	10
22	Yuwirda Saimona	2	3	4	3	3	15
23	Rotua Magdalena. N	2	3	3	3	3	14
24	Leni Meilina	3	3	3	4	3	16
25	Thadya Azrielyani	4	4	3	4	4	19
26	Erent Navanda	4	4	3	3	4	18
27	Nurjanah	4	4	2	2	3	15
28	Siti Marina	4	4	2	2	3	15

29	Fatia Seftira	3	3	4	4	3	17
30	Della Melika	1	2	3	3	3	12
31	Muhammad Maulana	3	3	3	3	3	15

Writing Score

Class   : XI IPA 2

Rater   2   : Mutmainnah, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	M. Fikri Oktariza	2	2	3	4	3	14
2	Mega Astuti	3	2	3	3	3	14
3	Raissyafi'i EV	3	3	3	3	4	16
4	Ahmad Khoirun Amala	2	3	3	3	3	14
5	Fadilla Octadwina. S	4	3	3	4	3	17
6	Khififah Indah Sari	4	3	2	2	2	13
7	Muhammad Fahri Adam	3	2	3	4	3	15
8	Khoirul Anam	3	2	3	3	2	13
9	M. Fajri Hidayah	4	3	3	3	3	16
10	Heri Mulyadi	3	2	3	3	2	13
11	Goldy. A. R	4	3	3	3	2	15
12	Ahmad Agung Wibowo	4	3	3	2	2	14
13	Putri Amelia Gaupati	4	4	3	2	2	15
14	Cshelly Sanora	2	2	2	3	2	11
15	Anisa Afriani	3	2	2	3	2	12
16	Ika Sulistya	3	2	2	2	3	12
17	Gholda Alma Sandi	2	2	3	2	3	12
18	Nuzula Laila Utami	3	2	2	3	2	12
19	Anggrah Purwanto	3	3	2	3	3	14
20	Fitria Handayani	3	3	2	3	2	13
21	Anggi Suryani	3	3	2	3	2	13
22	Widya Karamina	4	3	3	4	3	17
23	Vera Ramayanti	4	3	3	4	3	17
24	Nadiah	4	3	3	3	2	15
25	Irma Niranti	3	3	2	2	1	11
26	Nurwinda Puspita	1	1	2	2	2	8
27	Erika Wulandari	1	1	2	1	2	7
28	Mhifta Fadilla	2	2	3	3	4	14

29	Marsa Handa. A	2	3	3	4	3	15
30	Neta Malenda	1	1	1	2	1	6
31	Bella	4	3	3	4	3	17
32	Mutiara Hediana	3	2	2	3	2	12
33	Lisa Grafita	1	1	2	2	1	7
34	Musdalifah Anggraini	1	1	2	2	1	7
35	Fadilla Fitrianti	2	2	3	3	3	13

Writing Score

Class : XI IPA 3

Rater 2 : Mutmainnah, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	Sela Angreini	2	2	2	2	2	10
2	Syerina Sembiring	4	4	2	2	3	15
3	Riche Aprilinza	3	3	2	2	2	15
4	Desti Trinanda	4	4	3	3	3	17
5	Tasya Anisah Rizqi	4	4	4	4	4	20
6	M. Arya Anjasmara	4	3	4	4	3	18
7	M. Raihan Adiputra	2	2	2	3	2	11
8	M. Nopriansyah	3	3	2	3	3	14
9	Melany Tri Wahyuni	2	2	2	2	2	10
10	Putri Anggraini	3	2	3	3	3	14
11	Rizwan Mahani	2	2	2	3	2	11
12	Rizky Ramadhan	4	3	2	3	2	14
13	Veronike	4	3	2	3	3	15
14	Kurnia	4	4	3	4	3	18
15	Gusvita Saputri	4	4	3	4	3	18
16	Silvi Yuniar	4	4	3	4	3	18
17	Olvi Melti Amelia	4	3	3	2	2	14
18	Siti Wardah	3	2	2	2	3	12
19	Suci Amalia Mirani	3	2	2	2	3	12
20	Lola Aprilia	4	4	4	4	4	20
21	Rizka Amalia	4	3	2	3	1	13
22	Serli Tri Arinda	2	2	4	4	3	15
23	Reviyanti Anisyah	2	2	3	3	4	14
24	Pebriyanti Simanjuntak	4	3	3	3	4	17
25	Misna	1	1	3	4	3	12
26	Yusril Amrullah	2	2	2	1	3	10
27	Naufal Alfarabi	3	3	3	4	3	16
28	Robby Andika	3	3	2	3	2	13

29	Rizky Intan Pratiwi	2	2	2	2	3	11
30	Muhammad Arista Putra	3	2	2	2	2	11
31	R. M. Hafiz	2	2	2	2	2	10
32	M. Rifqi A. Ariq	4	3	2	1	1	11
33	Oktariana	4	3	2	3	2	14
34	Ismi Wahyuni. M	4	3	2	3	2	14
35	Zahara Medya Puspa	4	4	4	4	3	19
36	Qurrota Ridho	3	2	1	2	1	9

Writing Score

Class : XI IPA 1

Rater 3 : Trisna Oktaria, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	Yuniarti	3	4	3	3	3	16
2	Yolanda Ulandari	4	4	3	4	3	18
3	Ayu Oktariza Irawan	3	2	2	2	3	12
4	Alfira Rahmawati	4	3	2	3	1	13
5	Faradion m.g.r	2	2	4	4	3	15
6	A. Rizal Arjuna	1	2	2	1	1	7
7	Yogi Adi Saputra	3	3	3	3	2	11
8	Ananda Rahul	1	2	1	2	1	7
9	Alifia Nabila	2	1	2	2	1	8
10	Dahlia Septiani	1	1	1	1	1	5
11	Reno Andri Yansa	3	3	3	3	1	13
12	Irma Nur Septiani	3	3	3	3	2	14
13	Yunita	4	3	3	2	2	14
14	Tasya Putri	3	4	4	3	4	18
15	Aisyah R	3	2	2	2	4	13
16	Aditya Rifki	3	3	2	3	3	14
17	Badarrudin	2	3	2	3	3	13
18	Galang Samudra	1	1	1	1	1	5
19	Nuria Amrina. R	4	3	2	3	4	16
20	M. Fikri Azhari	4	4	3	4	4	19
21	Aprilia. SP	1	1	1	1	1	5
22	Yuwirda Saimona	3	2	2	3	2	12
23	Rotua Magdalena. N	2	2	1	3	2	10
24	Leni Meilina	2	3	2	2	2	11
25	Thadya Azrielyani	4	4	4	4	4	20
26	Erent Navanda	3	3	2	3	3	14
27	Nurjanah	2	2	1	3	1	9
28	Siti Marina	3	2	1	2	1	9

29	Fatia Seftira	4	3	2	4	4	17
30	Della Melika	4	3	3	2	2	14
31	Muhammad Maulana	4	4	3	4	4	19

Writing Score

Class : XI IPA 2

Rater 3 : Trisna Oktaria, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	M. Fikri Oktariza	3	2	2	3	2	12
2	Mega Astuti	2	1	1	3	1	8
3	Raissyafi'i EV	2	3	1	3	3	12
4	Ahmad Khoirun Amala	2	2	2	3	2	11
5	Fadilla Octadwina. S	4	2	2	3	3	14
6	Khififah Indah Sari	2	2	2	3	2	11
7	Muhammad Fahri Adam	2	3	3	4	3	15
8	Khoirul Anam	4	3	3	2	2	14
9	M. Fajri Hidayah	2	1	1	1	1	6
10	Heri Mulyadi	1	1	1	2	1	6
11	Goldy. A. R	3	3	3	3	3	15
12	Ahmad Agung Wibowo	2	2	1	3	3	11
13	Putri Amelia Gaupati	3	1	2	3	3	12
14	Cshelly Sanora	2	3	2	2	3	12
15	Anisa Afriani	2	3	2	2	2	11
16	Ika Sulistya	2	1	1	2	2	8
17	Gholda Alma Sandi	3	2	2	2	2	11
18	Nuzula Laila Utami	2	2	2	2	2	10
19	Anggrah Purwanto	3	3	3	4	3	16
20	Fitria Handayani	3	2	3	3	3	14
21	Anggi Suryani	3	1	2	2	1	9
22	Widya Karamina	4	3	3	4	3	17
23	Vera Ramayanti	4	4	3	4	3	18
24	Nadiah	3	3	2	3	2	13
25	Irma Niranti	3	2	1	3	3	12
26	Nurwinda Puspita	2	1	2	1	1	7
27	Erika Wulandari	2	1	1	1	1	6
28	Mhifta Fadilla	3	3	2	3	2	13

29	Marsa Handa. A	4	4	3	4	4	19
30	Neta Malenda	1	1	1	2	1	7
31	Bella	3	2	2	3	3	13
32	Mutiara Hediana	1	1	2	1	2	7
33	Lisa Grafita	1	1	1	1	1	5
34	Musdalifah Anggraini	2	2	3	2	2	11
35	Fadilla Fitrianti	3	2	3	3	2	13

Writing Score

Class : XI IPA 3

Rater 3 : Trisna Oktaria, M. Pd

No	Name	Writing Subscales' score					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	Sela Angreini	3	3	2	3	2	13
2	Syerina Sembiring	4	3	3	3	3	16
3	Riche Aprilinza	2	2	2	2	3	11
4	Desti Trinanda	3	3	4	4	2	16
5	Tasya Anisah Rizqi	4	4	3	4	4	19
6	M. Arya Anjasmara	4	4	3	3	2	16
7	M. Raihan Adiputra	2	2	2	2	2	10
8	M. Nopriansyah	2	1	2	2	2	9
9	Melany Tri Wahyuni	2	2	1	2	2	9
10	Putri Anggraini	2	3	2	2	3	12
11	Rizwan Mahani	2	2	2	3	2	11
12	Rizky Ramadhan	2	2	1	3	4	12
13	Veronike	2	1	1	2	2	8
14	Kurnia	3	3	2	3	2	13
15	Gusvita Saputri	4	3	3	3	3	16
16	Silvi Yuniar	3	4	3	3	2	15
17	Olvi Melti Amelia	2	2	1	3	2	10
18	Siti Wardah	3	3	2	3	2	13
19	Suci Amalia Mirani	2	2	1	2	2	9
20	Lola Aprilia	3	2	2	2	3	12
21	Rizka Amalia	1	2	2	2	2	9
22	Serli Tri Arinda	4	4	3	4	4	19
23	Reviyanti Anisyah	4	3	3	4	4	18
24	Pebriyanti Simanjuntak	3	2	3	3	2	13
25	Misna	3	1	2	3	2	11
26	Yusril Amrullah	1	1	2	2	2	8
27	Naufal Alfarabi	2	2	2	3	3	12
28	Robby Andika	4	3	2	2	2	13

29	Rizky Intan Pratiwi	4	3	3	2	2	14
30	Muhammad Arista Putra	2	2	2	3	2	11
31	R. M. Hafiz	2	2	4	4	3	15
32	M. Rifqi A. Ariq	1	1	1	2	1	6
33	Oktariana	1	1	1	2	1	6
34	Ismi Wahyuni. M	2	1	2	2	1	8
35	Zahara Medya Puspa	2	2	2	3	1	10
36	Qurrota Ridho	3	2	1	3	2	11

APPENDIX J

Writing score each raters

Class : XI

IPA 1

No	rater 1	Rater 2	Rater 3	score	writing
1	8	18	16	14	14
2	15	19	18	17,33333	17
3	10	16	12	12,66667	13
4	8	14	13	11,66667	12
5	13	19	15	15,66667	16
6	8	6	7	7	7
7	6	14	11	10,33333	10
8	6	10	7	7,666667	8
9	6	13	8	9	9
10	6	13	5	8	8
11	10	20	13	14,33333	14
12	11	13	14	12,66667	13
13	6	17	14	12,33333	12
14	15	17	18	16,66667	17
15	10	17	13	13,33333	13
16	14	17	14	15	15
17	11	16	13	13,33333	13
18	6	18	5	9,666667	10
19	14	19	16	16,33333	16
20	15	18	19	17,33333	17
21	6	10	5	7	7
22	6	15	12	11	11
23	8	14	10	10,66667	11
24	9	16	11	12	12
25	15	19	20	18	18
26	8	18	14	13,33333	13
27	6	15	9	10	10
28	6	15	9	10	10
29	13	17	17	15,66667	16
30	11	12	14	12,33333	12
31	15	15	19	16,33333	16

Writing score each raters

Class : XI IPA
2

No	rater 1	Rater 2	Rater 3	score	writing
1	9	14	12	11,66667	12
2	6	14	8	9,333333	9
3	11	16	12	13	13
4	10	14	11	11,66667	12
5	13	17	14	14,66667	15
6	13	13	11	12,33333	12
7	6	15	15	12	12
8	6	13	14	11	11
9	6	16	6	9,333333	9
10	7	13	6	8,666667	9
11	7	15	15	12,33333	12
12	10	14	11	11,66667	12
13	13	15	12	13,33333	13
14	10	11	12	11	11
15	9	12	11	10,66667	11
16	7	12	8	9	9
17	7	12	11	10	10
18	6	12	10	9,333333	9
19	13	14	16	14,33333	14
20	10	13	14	12,33333	12
21	9	13	9	10,33333	10
22	13	17	17	15,66667	16
23	13	17	18	16	16
24	10	15	13	12,66667	13
25	13	11	12	12	12
26	6	8	7	7	7
27	5	7	6	6	6
28	7	14	13	11,33333	11
29	14	15	19	16	16
30	5	6	7	6	6
31	10	17	13	13,33333	13
32	8	12	7	9	9
33	6	7	5	6	6
34	9	7	11	9	9
35	9	13	13	11,66667	12

No	rater 1	Rater 2	Rater 3	score	Writing
		Writing score each raters			

Class : XI IPA 3

No	rater 1	Rater 2	Rater 3	score	Writing
1	9	10	13	10,66667	11
2	12	15	16	14,33333	14
3	7	15	11	11	11
4	8	17	16	13,66667	14
5	15	20	19	18	18
6	9	18	16	14,33333	14
7	8	11	10	9,666667	10
8	8	14	9	10,33333	10
9	8	10	9	9	9
10	11	14	12	12,33333	12
11	8	11	11	10	10
12	10	14	12	12	12
13	8	15	8	10,33333	10
14	13	18	13	14,66667	15
15	14	18	16	16	16
16	13	18	15	15,33333	15
17	9	14	10	11	11
18	10	12	13	11,66667	12
19	8	12	9	9,666667	10
20	10	20	12	14	14
21	9	13	9	10,33333	10
22	14	15	19	16	16
23	14	14	18	15,33333	15
24	11	17	13	13,66667	14
25	6	12	11	9,666667	10
26	7	10	8	8,333333	8
27	10	16	12	12,66667	13
28	10	13	13	12	12
29	10	11	14	11,66667	12
30	10	11	11	10,66667	11
31	13	10	15	12,66667	13
32	7	11	6	8	8
33	7	14	6	9	9
34	7	14	8	9,666667	10
35	9	19	10	12,66667	13
36	9	9	11	9,666667	10

APPENDIX K
Writing Level

Class   : XI IPA 1

No	Name	Writing	Weighted to 5	Level
1	Yuniarti	14	70	Average
2	Yolanda Ulandari	17	85	Excellent
3	Ayu Oktariza Irawan	13	65	Average
4	Alfira Rahmawati	12	60	Fair
5	Faradion m.g.r	16	80	Very Good
6	A. Rizal Arjuna	7	35	Poor
7	Yogi Adi Saputra	10	50	Poor
8	Ananda Rahul	8	40	Poor
9	Alifia Nabila	9	45	Poor
10	Dahlia Septiani	8	40	Poor
11	Reno Andri Yansa	14	70	Average
12	Irma Nur Septiani	13	65	Average
13	Yunita	12	60	Fair
14	Tasya Putri	17	85	Excellent
15	Aisyah R	13	65	Average
16	Aditya Rifki	15	75	Very Good
17	Badarrudin	13	65	Average
18	Galang Samudra	10	50	Poor
19	Nuria Amrina. R	16	80	Very Good
20	M. Fikri Azhari	17	85	Excellent
21	Aprilia. SP	7	35	Poor
22	Yuwirda Saimona	11	55	Fair
23	Rotua Magdalena. N	11	55	Fair
24	Leni Meilina	12	60	Fair
25	Thadya Azrielyani	18	90	Excellent
26	Erent Navanda	13	65	Average
27	Nurjanah	10	50	Poor
28	Siti Marina	10	50	Poor

29	Fatia Seftira	16	80	Very Good
30	Della Melika	12	60	Fair
31	Muhammad Maulana	16	80	Very Good

Writing Level

Class   : XI IPA 2

No	Name	Writing	Weighted to 5	Level
1	M. Fikri Oktariza	12	60	Fair
2	Mega Astuti	9	45	Poor
3	Raissyafi'i EV	13	65	Average
4	Ahmad Khoirun Amala	12	60	Fair
5	Fadilla Octadwina. S	15	75	Very Good
6	Khififah Indah Sari	12	60	Fair
7	Muhammad Fahri Adam	12	60	Fair
8	Khoirul Anam	11	55	Fair
9	M. Fajri Hidayah	9	45	Poor
10	Heri Mulyadi	9	45	Poor
11	Goldy. A. R	12	60	Fair
12	Ahmad Agung Wibowo	12	60	Fair
13	Putri Amelia Gaupati	13	65	Average
14	Cshelly Sanora	11	55	Fair
15	Anisa Afriani	11	55	Fair
16	Ika Sulistya	9	45	Poor
17	Gholda Alma Sandi	10	50	Poor
18	Nuzula Laila Utami	9	45	Poor
19	Anggrah Purwanto	14	70	Average
20	Fitria Handayani	12	60	Fair
21	Anggi Suryani	10	50	Poor
22	Widya Karamina	16	80	Very Good
23	Vera Ramayanti	16	80	Very Good
24	Nadiah	13	65	Average
25	Irma Niranti	12	60	Fair
26	Nurwinda Puspita	7	35	Poor
27	Erika Wulandari	6	30	Poor
28	Mhifta Fadilla	11	55	Fair
29	Marsa Handa. A	16	80	Very Good

30	Neta Malenda	6	30	Poor
31	Bella	13	65	Average
32	Mutiara Hediana	9	45	Poor
33	Lisa Grafita	6	30	Poor
34	Musdalifah Anggraini	9	45	Poor
35	Fadilla Fitrianti	12	60	Fair

Writing Level

Class   : XI IPA 3

No	Name	Writing	Weighted to 5	Level
1	Sela Angreini	11	55	Fair
2	Syerina Sembiring	14	70	Average
3	Riche Aprilinza	11	55	Fair
4	Desti Trinanda	14	75	Very Good
5	Tasya Anisah Rizqi	18	90	Excellent
6	M. Arya Anjasmara	14	70	Average
7	M. Raihan Adiputra	10	50	Poor
8	M. Nopriansyah	10	50	Poor
9	Melany Tri Wahyuni	9	45	Poor
10	Putri Anggraini	12	60	Fair
11	Rizwan Mahani	10	50	Poor
12	Rizky Ramadhan	12	60	Fair
13	Veronike	10	50	Poor
14	Kurnia	15	75	Very Good
15	Gusvita Saputri	16	80	Very Good
16	Silvi Yuniar	15	75	Very Good
17	Olvi Melti Amelia	11	55	Fair
18	Siti Wardah	12	60	Fair
19	Suci Amalia Mirani	10	50	Poor
20	Lola Aprilia	14	70	Average
21	Rizka Amalia	10	50	Poor
22	Serli Tri Arinda	16	80	Very Good
23	Reviyanti Anisyah	15	75	Very Good
24	Pebriyanti Simanjuntak	14	70	Average
25	Misna	10	50	Poor
26	Yusril Amrullah	8	40	Poor
27	Naufal Alfarabi	13	65	Average
28	Robby Andika	12	60	Fair
29	Rizky Intan Pratiwi	12	60	Fair

30	Muhammad Arista Putra	11	55	Fair
31	R. M. Hafiz	13	65	Average
32	M. Rifqi A. Ariq	8	40	Poor
33	Oktariana	9	45	Poor
34	Ismi Wahyuni. M	10	50	Poor
35	Zahara Medya Puspa	13	65	Average
36	Qurrota Ridho	10	50	Poor

Level	Number	Percentage
Excellent	5	4.90%
Very good	15	14.70%
Average	19	18.62%
Fair	28	27.45%
Poor	35	34.31%
Total	102	100%

APPENDIX L

Emotional Intelligence and Writing Score

Class   : XI IPA 1

No	Name	Emotional Intelligence	Writing
1	Yuniarti	26	14
2	Yolanda Ulandari	35	17
3	Ayu Oktariza Irawan	25	13
4	Alfira Rahmawati	28	12
5	Faradion m.g.r	34	16
6	A. Rizal Arjuna	23	7
7	Yogi Adi Saputra	22	10
8	Ananda Rahul	21	8
9	Alifia Nabila	20	9
10	Dahlia Septiani	18	8
11	Reno Andri Yansa	26	14
12	Irma Nur Septiani	34	13
13	Yunita	25	12
14	Tasya Putri	37	17
15	Aisyah R	23	13
16	Aditya Rifki	20	15
17	Badarrudin	26	13
18	Galang Samudra	18	10
19	Nuria Amrina. R	22	16
20	M. Fikri Azhari	36	17
21	Aprilia. SP	20	7
22	Yuwirda Saimona	26	11
23	Rotua Magdalena. N	26	11
24	Leni Meilina	20	12
25	Thadya Azrielyani	37	18
26	Erent Navanda	20	13
27	Nurjanah	26	10
28	Siti Marina	21	10

29	Fatia Seftira	33	16
30	Della Melika	29	12
31	Muhammad Maulana	29	16

Emotional Intelligence and Writing Score

Class : XI IPA 2

No	Name	Emotional intelligence	Writing
1	M. Fikri Oktariza	20	12
2	Mega Astuti	28	9
3	Raissyafi'i EV	30	13
4	Ahmad Khoirun Amala	35	12
5	Fadilla Octadwina. S	22	15
6	Khififah Indah Sari	35	12
7	Muhammad Fahri Adam	27	12
8	Khoirul Anam	20	11
9	M. Fajri Hidayah	19	9
10	Heri Mulyadi	26	9
11	Goldy. A. R	22	12
12	Ahmad Agung Wibowo	32	12
13	Putri Amelia Gaupati	28	13
14	Cshelly Sanora	31	11
15	Anisa Afriani	15	11
16	Ika Sulistya	27	9
17	Gholda Alma Sandi	22	10
18	Nuzula Laila Utami	24	9
19	Anggrah Purwanto	28	14
20	Fitria Handayani	29	12
21	Anggi Suryani	23	10
22	Widya Karamina	32	16
23	Vera Ramayanti	25	16
24	Nadiah	27	13
25	Irma Niranti	21	12
26	Nurwinda Puspita	17	7
27	Erika Wulandari	27	6
28	Mhifta Fadilla	32	11
29	Marsa Handa. A	22	16

30	Neta Malenda	27	6
31	Bella	26	13
32	Mutiara Hediana	26	9
33	Lisa Grafita	21	6
34	Musdalifah Anggraini	28	9
35	Fadilla Fitrianti	23	12

Emotional Intelligence and Writing Score

Class : XI IPA 3

No	Name	Emotional Intelligence	Writing
1	Sela Angreini	33	11
2	Syerina Sembiring	25	14
3	Riche Aprilinza	23	11
4	Desti Trinanda	36	14
5	Tasya Anisah Rizqi	22	18
6	M. Arya Anjasmara	25	14
7	M. Raihan Adiputra	26	10
8	M. Nopriansyah	23	10
9	Melany Tri Wahyuni	25	9
10	Putri Anggraini	31	12
11	Rizwan Mahani	17	10
12	Rizky Ramadhan	24	12
13	Veronike	32	10
14	Kurnia	34	15
15	Gusvita Saputri	19	16
16	Silvi Yuniar	29	15
17	Olvi Melti Amelia	27	11
18	Siti Wardah	19	12
19	Suci Amalia Mirani	30	10
20	Lola Aprilia	23	14
21	Rizka Amalia	35	10
22	Serli Tri Arinda	31	16
23	Reviyanti Anisyah	29	15
24	Pebriyanti Simanjuntak	27	14
25	Misna	22	10
26	Yusril Amrullah	27	8
27	Naufal Alfarabi	25	13
28	Robby Andika	26	12
29	Rizky Intan Pratiwi	28	12

30	Muhammad Arista Putra	24	11
31	R. M. Hafiz	25	13
32	M. Rifqi A. Ariq	9	8
33	Oktariana	28	9
34	Ismi Wahyuni. M	27	10
35	Zahara Medya Puspa	30	13
36	Qurrota Ridho	23	10

APPENDIX M

DESCRIPTIVE OF EMOTIONAL INTELLIGENCE

Statistics

Emotional Intelligence

N	Valid	102
	Missing	0
Mean		25.9020
Std. Error of Mean		.52348
Median		26.0000
Mode		26.00
Std. Deviation		5.28684
Variance		27.951
Range		28.00
Minimum		9.00
Maximum		37.00
Sum		2642.00

Emotional Intelligence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	1	1.0	1.0	1.0
	15	1	1.0	1.0	2.0
	17	2	2.0	2.0	3.9
	18	2	2.0	2.0	5.9
	19	3	2.9	2.9	8.8
	20	7	6.9	6.9	15.7
	21	4	3.9	3.9	19.6
	22	8	7.8	7.8	27.5
	23	8	7.8	7.8	35.3
	24	3	2.9	2.9	38.2
	25	8	7.8	7.8	46.1
	26	11	10.8	10.8	56.9

27	9	8.8	8.8	65.7
28	7	6.9	6.9	72.5
29	5	4.9	4.9	77.5
30	3	2.9	2.9	80.4
31	3	2.9	2.9	83.3
32	4	3.9	3.9	87.3
33	2	2.0	2.0	89.2
34	3	2.9	2.9	92.2
35	4	3.9	3.9	96.1
36	2	2.0	2.0	98.0
37	2	2.0	2.0	100.0
Total	102	100.0	100.0	

APPENDIX N

DESCRIPTIVE STATISTICS OF WRITING

Statistics

Writing Achievement

N	Valid	102
	Missing	0
Mean		11.8725
Std. Error of Mean		.27610
Median		12.0000
Mode		12.00
Std. Deviation		2.78849
Variance		7.776
Range		12.00
Minimum		6.00
Maximum		18.00
Sum		1211.00

Writing Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	3	2.9	2.9	2.9
	7	3	2.9	2.9	5.9
	8	4	3.9	3.9	9.8
	9	10	9.8	9.8	19.6
	10	15	14.7	14.7	34.3
	11	10	9.8	9.8	44.1
	12	18	17.6	17.6	61.8
	13	12	11.8	11.8	73.5
	14	8	7.8	7.8	81.4
	15	5	4.9	4.9	86.3
	16	9	8.8	8.8	95.1
	17	3	2.9	2.9	98.0
	18	2	2.0	2.0	100.0
	Total	102	100.0	100.0	

APPENDIX O

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

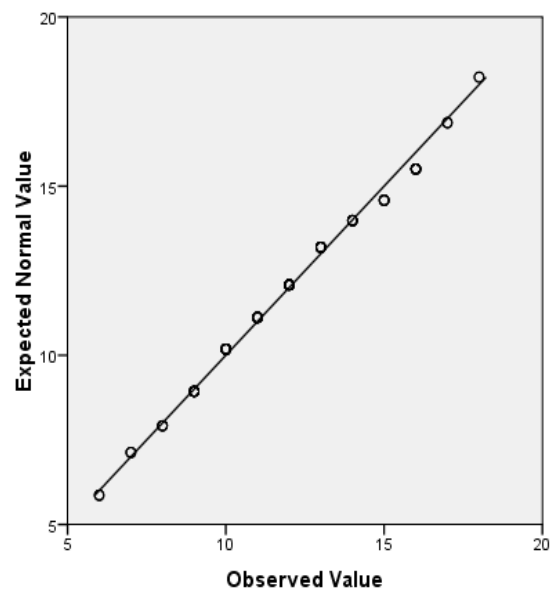|		Emotional Intelligence	Writing Achievement
N		102	102
Normal Parameters[a]	Mean	25.9020	11.8725
	Std. Deviation	5.28684	2.78849
Most Extreme Differences	Absolute	.075	.099
	Positive	.075	.099
	Negative	-.050	-.077
Kolmogorov-Smirnov Z		.753	1.004
Asymp. Sig. (2-tailed)		.621	.266
a. Test distribution is Normal.			

APPENDIX P

Q-Q Plot of Emotional Intelligence and Writing

Q-Q Plot of Emotional Intelligence
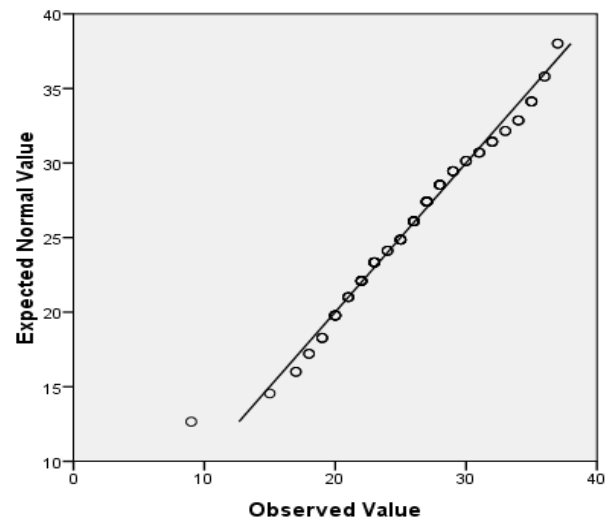
Q-Q Plot of Writing Achievement

APPENDIX Q

LINEARITY TEST

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Writing Achievement * Emotional Intelligence	Between Groups	(Combined)	321.191	22	14.600	2.485	.002
		Linearity	118.230	1	118.230	20.123	.000
		Deviation from Linearity	202.961	21	9.665	1.645	.060
	Within Groups		464.152	79	5.875		
	Total		785.343	101			

Measures of Association

	R	R Squared	Eta	Eta Squared
Writing Achievement * Emotional Intelligence	.388	.151	.640	.409

APPENDIX R

Correlation between Emotional Intelligence and Writing Achievement

Correlations

		Emotional Intelligence	Writing Achievement
Emotional Intelligence	Pearson Correlation	1	.388[**]
	Sig. (2-tailed)		.000
	N	102	102
Writing Achievement	Pearson Correlation	.388[**]	1
	Sig. (2-tailed)	.000	
	N	102	102

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX S

Regression analysis

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Emotional Intelligence[a]		.Enter

a. All requested variables entered.

b. Dependent Variable: Writing Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.388[a]	.151	.142	2.58285

a. Predictors: (Constant), Emotional Intelligence

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	118.230	1	118.230	17.723	.000[a]
	Residual	667.113	100	6.671		
	Total	785.343	101			

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Writing Achievement

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.572	1.285		5.115	.000
Emotional Intelligence	.205	.049	.388	4.210	.000

a. Dependent Variable: Writing Achievement

APPENDIX T
RESEARCH GALLERY

XI IPA 1

XI IPA 3

XI IPA 2

Researcher (Dwi Kusdina)