

**THE INFLUENCE OF STUDENTS' EMOTIONAL INTELLIGENCE AND  
WRITING ATTITUDE TOWARDS WRITING ACHIEVEMENT OF  
THIRD GRADE STUDENT AT AR RISALAH ISLAMIC SENIOR HIGH  
SCHOOL PADANG**

**THESIS**

*Submitted as a partial fulfillment of the requirements for Master's Degree in  
English Education*



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**2023**

## ABSTRACT

### **Afrahul Fadilah.2023. The Influence of Emotional Intelligence and Writing Attitude towards Writing Achievement of Third Grade Students At Ar Risalah Islamic Senior High School Padang.**

This research emphasizes the importance of studying writing, emotional intelligence, and writing attitude and achievement. Combining these concepts, this study investigates how emotional intelligence and writing attitude influence students' writing skills. In addition, this study unintentionally uncovered data regarding writing difficulties and emotional intelligence in writing achievement, distinguishing it from previous research. The study has four primary aims. The first objective of this study is to determine the effect of emotional intelligence on the writing attitude of Ar Risalah Islamic Senior High School students writing Procedure texts. The second objective is to investigate the relationship between writing attitude and writing achievement in the same context. Thirdly, this study investigates the combined effect of emotional intelligence and writing attitude on writing accomplishment. The final objective of the study is to identify the emotional intelligence types students demonstrate. This study employs a descriptive quantitative research approach, analyzing and validating hypotheses with statistical techniques. As many as 54 students from two classes at Padang's Ar Risalah Islamic Senior High School were involved as study subjects. The results indicated a positive and significant influence of emotional intelligence on students' writing achievement, as showed by an influence coefficient (r-obtained) of 0.000, which is less than the significance level of 0.05. Similarly, when analyzing the influence of writing attitude on writing achievement, questionnaire data indicated a positive and significant influence, with an influence coefficient (r-obtained) below the significance level of 0.05. In addition, the multiple regression analysis revealed that the combined effect of emotional intelligence and writing attitude on writing achievement was positive and statistically significant, as the influence coefficient (r-obtained) was below the significance threshold of 0.05. These findings contribute to comprehending the intricate relationships between students' emotional intelligence, writing attitude, and writing achievement. The study's findings highlight the significance of fostering positive emotional intelligence and writing attitudes to improve students' writing skills, which have implications for educators.

Keywords: emotional intelligence, writing attitude, writing achievement, Procedure text , Ar Risalah Islamic Senior High School Padang.

## ABSTRAK

### **Afrahul Fadilah.2023. Pengaruh Kecerdasan Emosional dan Sikap Menulis terhadap kemampuan Menulis siswa pada siswa tingkat tiga di Sekolah islam Menengah Atas AR RISALAH Padang**

Penelitian ini menyoroiti pentingnya menulis dan kecerdasan emosional, serta sikap menulis dan kemampuan menulis. Dengan menggabungkan konsep-konsep ini, penelitian ini menunjukkan bagaimana kecerdasan emosional dan sikap menulis siswa memengaruhi kemampuan menulis mereka. Hal yang membedakan penelitian ini dari penelitian sebelumnya yaitu, penelitian ini menyajikan data terkait kesulitan menulis dan kecerdasan emosional dalam mempengaruhi kemampuan menulis. Penelitian ini memiliki empat tujuan utama. Pertama, menentukan pengaruh kecerdasan emosional terhadap sikap menulis siswa dalam teks eksposisi analitis di MAS Ar Risalah Padang. Kedua, mengeksplorasi pengaruh sikap menulis terhadap kemampuan menulis siswa dalam konteks yang sama. Ketiga, menganalisis pengaruh kecerdasan emosional dan sikap menulis terhadap kemampuan menulis. Keempat, mengidentifikasi jenis-jenis kecerdasan emosional yang ditunjukkan oleh siswa. Penelitian ini menggunakan metode penelitian deskriptif kuantitatif dengan menggunakan teknik statistik untuk menguji hipotesis. Subjek penelitian ini terdiri dari 54 siswa dari dua kelas di MAS Ar Risalah Padang. Hasil penelitian menunjukkan bahwa pengaruh kecerdasan emosional terhadap kemampuan menulis siswa memiliki pengaruh positif dan signifikan, sebagaimana ditunjukkan oleh koefisien determinan (*r-obtained*) sebesar 0,000, lebih rendah dari tingkat signifikansi 0,05. Demikian pula, pada hasil analisis pengaruh sikap menulis terhadap kemampuan menulis, data kuesioner menunjukkan pengaruh positif dan signifikan, dengan koefisien determinan (*r-obtained*) sebesar 0,000, lebih rendah dari tingkat signifikansi 0,05. Selain itu, analisis regresi berganda menunjukkan bahwa pengaruh gabungan antara kecerdasan emosional dan sikap menulis terhadap kemampuan menulis yaitu positif dan signifikan, sebagaimana ditunjukkan oleh koefisien determinan (*r-obtained*) sebesar 0,000, lebih rendah dari tingkat signifikansi 0,05. Hasil penelitian ini berkontribusi pada pemahaman dinamika kompleks antara kecerdasan emosional, sikap menulis, dan kemampuan menulis siswa. Selain itu, hasil penelitian ini berguna bagi bagi praktisi pendidikan karena menekankan pentingnya membina kecerdasan emosional yang positif dan sikap menulis untuk meningkatkan kemampuan menulis siswa.

Kata Kunci: sikap menulis, kemampuan menulis, eksposisi analitis, MAS Ar Risalah Padang.

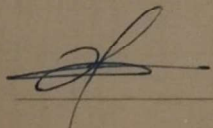
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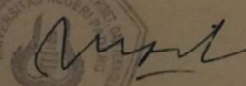
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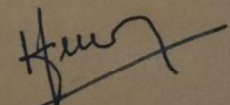
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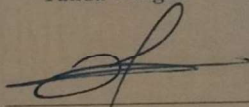
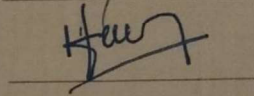
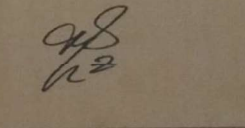
  
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## SURAT PERNYATAAN

### SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

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Padang, 05 Juni 2023

Saya yang menyatakan,



AFRAHUL FADHILAH

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## ACKNOWLEDGEMENT



*Alhamdulillah* *rabbil'alamin*, in the name of Allah SWT, the most gracious who always gives the writer healthy things to accomplish this thesis. *Shalawat* and *salam* to the most honorable prophet Muhammad SAW, messengers, and his followers who have opened our minds to study until now.

This thesis was impossible to be completed without the help and supports from many people. Thus, the writer would like to express sincere gratitude and great thanks to the following persons:

1. Dr. Havid Ardi, S. Pd., M.Hum as my advisor who had given his time, ideas, valuable advice, and supports in accomplishing this thesis.
2. Dr. Hamzah, M.A., M.M as thesis examiners who had given his time, ideas, valuable advice, and supports in accomplishing this thesis.
3. Dr. Muhd.Al Hafizh, S.S., M.A. as my advisor who had given his time, ideas, valuable, advice and supports in accomplishing this thesis.

The writer hopes Allah SWT always blesses all of the people who helped the writer, who has been mentioned or not. The writer honestly admits this thesis is not perfect. Hence, the suggestions, constructive critics, and meaningful advice from the readers are highly appreciated for improving this thesis. The mistakes and errors that might be found in this thesis remain of the writer.

Padang, 28 April 2023

The Researcher

## **DEDICATION**

*This Thesis is wholeheartedly dedicated to my beloved parents; Almarhum Hasannudin and Dra. Rabiatul Adawiyah for their pray, patience, care and everything has been given to support me morally and financially through all these remarkable years. For my lovely siblings, Nadratul Hasanah Amd,kes and Muhammad Taufiqurahman who have been my source of strength and support system in the process of writing this thesis.*



## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>I</b>
<b>ABSTRACT .....</b>	<b>II</b>
<b>PERSETUJUAN AKHIR TESIS .....</b>	<b>III</b>
<b>PERSETUJUAN KOMISI UJIAN TESIS MASITER KEPENDIDIKAN .....</b>	<b>IV</b>
<b>SURTA PERNYATAAN .....</b>	<b>V</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>VI</b>
<b>DIDICATION .....</b>	<b>VII</b>
<b>TABLE OF CONTENTS.....</b>	<b>VIII</b>
<b>LIST OF TABLES .....</b>	<b>IX</b>
<b>LIST OF FIGURES .....</b>	<b>X</b>
<b>LIST OF APPENDICES .....</b>	<b>XI</b>

## CHAPTER I INTRODUCTION

A. Background of Research Problem .....	14
B. Identification of Research Problem .....	20
C. Limitation and Scope of Research Problem .....	20
D. Formulation of Research Problem.....	20
E. Research Questions .....	20
F. Purposes of Research .....	21
G. Significance of Research .....	21
H. Definition of Key Terms .....	22

## **CHAPTER II REVIEW OF RELATED LITERATURE**

A. Review of Related Theories .....	11
1. Emotional Intelligence .....	11
2. Type of emotional intelligence .....	12
3. Measure of emotional intelligence.....	15
4. Emotional intelligence and Writing .....	16
5. Concept of Writing Attitude .....	21
6. Concept of writing achievement.....	22
7. Nature of Writing .....	24
B. Review of Related Findings.....	25
C. Conceptual Framework.....	29

## **CHAPTER III RESEARCH METHOD**

A. Type of Research.....	31
B. Data and Source of Data .....	31
C. Instrumentation of the Research .....	32
D. Technique of Data Collection.....	34
E. Technique of Data Analysis.....	35

## **CHAPTER IV RESULT AND DISCUSSIONS**

A. Result .....	38
B. Finding .....	60
C. Discussion .....	63

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

A. Conclusions .....	69
B. Implications .....	70

C. Suggestions..... 71

**REFERENCES**

**APPENDICES**

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

English is an international language as well as a global language. Almost every country has adopted it. The national education department has decided that English a foreign language is taught in each school at Indonesia. It begins primary school until university. People recognize that teaching English at this level becomes is critical and requires great deal of attention. Therefore, English teachers are demanded to explore effective techniques, method and approaches since the students have acquire the four basic language skill which listening, reading, speaking and writing.

One of the skills that leaners must highlight is writing. Krizner & mendel (2011) state that writing is a process, a life skill, and a part of steps to express personal ideas. Moreover, Qonitatun (2016) said writing is considered as a vehicle for communicating the thoughts, feelings and opinions to others. In addition, Langan, (2012) argues that writing is a skill which transforms thoughts from one's opinions into words on a sheet of paper; it is a process of discovery exactly what they want to write about until they explore their thoughts in writing. In other words, writing as a productive language skill plays an important role in the learning English.

According to McMillan, et al. (2005), writing is an expression of logic that is product of thinking. Moreover, as a product of thinking, writing has several different

kinds and different form. In addition, writing cannot be done at once. It takes time and through several process. Then, Oshima (1998) declare that writing is a progressive activity. When developing ideas, it is not considered done when the writers write all ideas that they want to write, but it need changes and revisions where they actually need several times to do. In brief, writing is a written expression from product of thinking that has different kinds and forms and also a progressive activity.

Afterward, Houge (2008) points out that there are four process of writing. The first process is prewriting. In prewriting, the writers discover their ideas or feeling that they want to express. In this process, the writers choose a topic. Then, the writers can write everything which comes into their mind about the topic. The second process is writing a first draft. In this process, the writers can make changes or corrections. Editing is usually a two-step process: checking the paragraph as whole and checking the paragraph for good form, organization, grammar, punctuation, spelling, and so on. The last is writing the final copy. The writers write a neat final copy of the paragraph. To sum up, the process of writing is needed. Since, it encourages the leaners to make a good paragraph in writing. Then, the reader will easily understand what the writers say in written form.

In process of writing there are still many difficulties faced by the leaners. This case is line with Rass (2001), who states that writing is difficult skill for both native speakers and non-native speakers; because writer must be able it multiple matter such as content, organization, purpose, audience, vocabularies and mechanics such as

punctuation, spelling, and capitalization. In addition, Brown (2001) adds that writing is a thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. It means that writing is difficult for students as a non- native. To express their ideas especially their opinion, the students should be able to write argumentative essay by knowing such as content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, spelling and capitalization.

Meanwhile, writing is an important skill for students as language learner. In academic field, ideas are conveyed through writing instead of speech. The ideas become more visible and last longer in writing form. In order to survive in academic environment, students are demand to master writing. Despite its importance, writing is also considered as difficult skill to master. There are several reasons behind that. Younas et al. (2014) reports there are some factors that make writing difficult. They are lack of motivation, lack of target language proficiency, vocabulary and psychological variables.

In addition, Mohammadi & Izadpanah (2018) said learning second language affected by language attitude. It consists of linguistic intelligence, emotional intelligence, personality and motivation. Emotional intelligence is one of pivotal a critical role in language learning and teaching. Identify emotion our self and others called by emotional intelligence (Goleman, 1995).

There are several studies related to students' emotional intelligence in writing achievement. Alfiyanti (2019) the result indicated that the students' ability in writing was low. The most common mistake made by students is a difficulty to share ideas in written. It influence to their writing achievement. Besides that, the students are not always check the dictionary and they are lazy to think and design what they want to write. Sometimes it because writer' mood. Mood relate to emotional intelligence that influence it.

Moreover, in different aspects, the study of students' emotional intelligence in writing Mohammadi & Izadpanah (2018) analyzes that emotional intelligence and gender on writing proficiency. They found that the female and male student are different scores. Females were 20 points higher than male. They said writing proficiency is a part of communication. In line, Genç et al., (2016) researched relationship emotional intelligence and two variables: age and gender and emotional intelligence and productive skills; writing and speaking. Regarding the result, it can be concludes are age related to problem solving in components of adaptability, gender is related optimism that is component of general mood.

Furthermore, K. Q. Shao et al., (2013) studied on examine literature-based activities to increase students' emotional intelligence and search any relationship between students' emotional intelligence and writing achievement. The result of this research is experimental class got higher score than control class in post-tests. It

concluded that Emotional intelligence and writing achievement has relatively strong positive relationship.

Then, Boonyarattanasoontom (2017) investigates the difficulties in English language writing usage among undergraduate students in Thailand. The results revealed that the students have writing problem at high level, and they rate writing complex skill; grammar as the most problematic. In other hand, Clachar (1999) said Emotions may influence writing strategies.

Besides that, it is not only emotional intelligence as counter the difficulties in writing achievement. Writing attitude has capacity and correlation in writing. Based on Agestya (2021) mention learning process influenced by students' behavior it appears as attitude. For instance, students has good attitude tend intensive when writing and big effort to think how to make words in the paper. But, students who negative attitude are hard to write. It make of them difference in term achievement in writing.

Moreover, based on the students writing in AR RISALAH Islamic Senior High School Padang there are some problems that occur in writing achievement. First, some students have low ability in writing a text. It can be seen from students, writing through teachers' assessment. The problems are low grammatically and spelling words, and they could not organize the properly. Secondly, the students are lazy and bad mood when writing because writing is not funny things and needed



much effort to do. The last, students used inappropriate strategies in writing. Student did know how to write correctly, they are starting to write only with a title and then write content without through steps in writing.

Although the studies of writing and emotional intelligence, then writing attitude and writing achievement have been conducted separately and mentioned in several studies, this research conducted to mix them. That is to analyze the data from different setting and know students emotional intelligence and writing attitude regarding to their ability. Afterward, the researcher found what emotional regarding to their ability used in wring a text and during the research the researcher found out the emotional intelligence and writing attitude in writing achievement.

In addition, this researcher also explored how the students' ability in writing, their emotional intelligence and writing attitude, the researcher analyzed the writing ability. Unintentionally, the researcher also got the data related to the writing difficulties and emotional intelligence in writing achievement. In other words, this researcher was different the previous studies. Therefore, the researcher conducted this researcher in Ar Risalah Islamic Senior High School Padang in order knows deeply the real data of students' writing achievement, Emotional intelligence, and writing attitude.

## **B. Identification of the Problems**

Based on the background the problem above, the problems of the researcher are identified. First, students have low ability in writing. It caused by several factors such as students are inability to express their ideas in writing, lack of vocabulary, lack knowledge of generic structures. Second, the student lack of language attitude especially emotional intelligence. The last, lack of knowledge of appropriate strategies to write. The last, several students still could not write their paragraph properly.

## **C. Limitation of the Research**

Based on the identification of the problems above, the researcher limits the scope of this research on students' Emotional intelligence and Writing attitude in writing achievement at Ar Risalah Islamic Senior High School Padang.

## **D. Formulation of the Problems**

In accordance to the limitation of the problem, the formulation can be seen as "How are Emotional Intelligence and Writing Attitude in Writing Achievement at Ar Risalah Islamic High School Padang?"

## **E. Research Questions**

1. How does the Emotional intelligence influence students' writing achievement a procedure text of Ar Risalah Islamic High School Padang?
2. How does the writing attitude influence students' achievement a procedure text of Ar Risalah Islamic Senior High School Padang?

3. How does the emotional intelligence and writing attitude influence writing achievement a procedure text of Ar Risalah Islamic Senior High School?
4. What types of emotional intelligence are exhibited by Ar Risalah Islamic Senior High School students?

#### **F. Purpose of the Study**

This study aims

1. To find the influence emotional intelligence on students' writing attitude in analytical exposition at Ar Risalah Islamic High School Padang.
2. To find the influence writing attitude on students' writing achievement in analytical exposition text at Ar risalah Islamic Senior High School Padang.
3. To find the influence of Emotional intelligence and writing attitude toward writing achievement in analytical exposition text at Ar Risalah Islamic Senior High School.
4. To identify types of emotional intelligence exhibited by Ar Risalah Islamic Senior High School students.

#### **G. Significance of the study**

This study expect to contribute in the investigation of emotional intelligence that still rarely done by second language learning in the context of Islamic School in Padang . This study theoretically contributes to second language learning, especially about discussing the influence of emotional intelligence on students' writing skills. By filling the gap in literature on writing ability, this research highlights the relation

and influence of students' writing skills as one of the primary areas of Emotional Intelligence studied.

Therefore, the researcher expects that the accomplishment of this research will contribute to a deeper understanding of the Emotional Intelligence on students' writing skill. For instance, teachers' understanding upon the difference of students' emotional intelligence can assist their teaching methods and practice in the classroom learning.

#### **H. Definition of the Key Terms**

- A. Emotional intelligence** is about the ability to detect and control emotions, as well as and recognize and respond appropriately to others.
- B. Writing Attitude** is the ability to write appropriately in an analytical exposition text based on the rules of English; relevancy, clarity, logicality and flexibility
- C. Writing Achievement** is the capacity of students to express their ideas, emotions, and feelings in writing, as measured by a writing test.
- D. Procedure text** is is a text that explains or helps us how to make or use something.