

THE INFLUENCE OF EMOTIONAL QUOTIENT (EQ) AND STUDENTS' GRAMMAR MASTERY TOWARD THEIR WRITING ABILITY AT STAI HUBBULWATHAN DURI

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Abstrak

Menulis merupakan mata kuliah utama dalam jurusan Pendidikan Bahasa Inggris. Banyak hal yang mempengaruhi kemampuan mahasiswa dalam menulis. Diantaranya adalah Emotional Quotient (EQ) dan penguasaan tata bahasa. Penulis melakukan penelitian yang berbentuk penelitian korelasional. Tiga hipotesis yang diajukan dalam penelitian ini untuk mengetahui pengaruh Emotional Quotient (EQ) terhadap kemampuan menulissiswa, penguasaan tata bahasa siswa terhadap kemampuan menulis mereka, dan pengaruh Emotional Quotient (EQ) dan penguasaan tata bahasa siswa terhadap kemampuan menulis mereka. Temuan penelitian menunjukkan bahwa ada pengaruh Emotional Quotient (EQ) dan penguasaan tata bahasa siswa terhadap kemampuan menulis mereka dari Jurusan Bahasa Inggris STAI Hubbulwathan Duri pada tahun akademik 2015/2016. Kesimpulan yang diperoleh adalah EQ siswa dan penguasaan tata bahasa siswa memiliki kontribusi yang kuat untuk kemampuan menulis mereka.

Keywords: *EQ, grammar mastery, and writing ability.*

INTRODUCTION

English is one of International languages. Language is an effective communication tool that be used in daily life. Language is divided into four skills. These include listening, reading, speaking and writing. The four language skills related to each other. When the students learn the English

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language, they usually learn basic skills of English; listening, speaking, reading, and writing (Hayashi, 2000).

Writing is included main subject in the English Department. Writing is one of English skills that must be mastered by the English language learners. Writing is also considered as basic of students' success in learning English and their final task to write an undergraduate thesis. This rule was arranged by UU No. 20, 2013 about National Education is conducted with the aim to prepare future graduation in environmental PTAIS Kopertais XII Riau Kepri region that have the benefit of professional expertise in the each field and also have character and personality of Indonesian Muslim scholar with national awareness and Malayness (Kopertais XII Riau Kepri, 2009). Therefore, the subjects were arranged toward national curriculum, professional expertise necessary for students who use education, and it is integrated with Islamic values, Indonesian and Malayness. Basic National curriculum above is poured in composition National subjects, including writing subject. Writing subject is one of the main subjects in the English department. This subject develops skill and profession. Here, the students should follow the writing subject because it is one of the main subjects.

Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, idealistic students know the rules on how to communicate to others, how to get information, and how to communicate

about the language itself. When the students understand the knowledge of the language, it means that they have a language competence.

In additional, writing is also regarded as an act of communication which takes place between the writer and the reader in the form of text (Olshtain,1991). Writing is one of the ways of presenting communicative competence to convey thought via text. In language system, writing has the same structures as speech, such as vocabulary, grammar, semantic that involve a system of sign or symbols. Writing needs experience and knowledge. Students do writing practice in order to get good writing. The purpose of writing is to produce the ideas based on background knowledge, and arranging the ideas in writing must be logic, clear, and systematic. Writing should be learned by the students because writing is a part of the language. One of the functions of learning writing is to improve the students in writing paragraphs.

DISCUSSION

Writing

Writing is a kind of communication. Communication has function to share the information. The information is shared by the writer to reader in written form. It is supported by Muwafaq, Iman Muslim (2014, 4(2) state that writing is a kind of communication. In addition, Seyyed (2009) explains that writing is assumed as a one-dimensional action in which correct linguisticis all important and contexts and self-expression are not priorities. It is a way to back up grammatical rules and lexical items. Writing is a communication tool in written form by using the correct grammar rules and lexical items.

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Furthermore, Meyers (2005:2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper or on a computer screen. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994:5) states that writing is recursive. It goes back and forth, we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Langan (1984:96) states writing is a skill like driving, typing, or even preparing a good meal. Like any skill can be learned. The statement shows that everybody can write a good writing, but she or he has to learn how to write correctly before starting to write. In English writing, most students think that to write well is not easy because it is more complex skill. When students want to write, sometimes they think what first should be written and what kind of tenses should be used.

The statement above clearly explains that it is very difficult to write sentences, paragraph, essay, and others because we are not the expert of the language. We need to know how to write English clearly and accurately. The idea or message of our writing has to able to be understood by readers. Furthermore, writing requires thinking strategies that allow the individual to express him or herself competently in the other language, and it is a complex activity that requires a certain level of linguistic knowledge, writing conventions, vocabulary and grammar. Writing is a language skill that is essential to academic success. Since it is an active, productive skill, students learning to write in a foreign language face multiple challenges (Yavuz, 2013).

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According Urganhart and Munette (2005:5), writing is a process of exploration that gives benefits to students and content area teachers alike. As students write their ideas clear and comprehensible, they have experience the fun of discovery and so do their teachers. From definition of writing above, it can be inferred that writing is a process to express the ideas that can give benefits to students and teachers. The students can express the ideas by having fun. The main purpose of writing from this point of view is to construct meaning that helps the writer shape ideas. It is not only a means of transcribing and presenting what the writer means, but also a process of shaping and creating what is meant more importantly in the writing process.

Therefore, most of students have problems in writing to that extent. The difficulties of struggling writers are mostly strategic problems because most of them are not aware of appropriate strategies needed for writing. According to Hooshang (2014, Vol.2) explains that EFL students' writings should be well organized, coherent, and involve various criteria such as using correct grammar, spelling, punctuation, capitalization, structure and be successful in communicating ideas. Students' writing should be arranged well and involve rubric of writing assessment such as : effective complex construction; tense, number, word order, article, pronoun, preposition, correct spelling of words, punctuation, and capitalization, fluent expression or to state the ideas clearly.

Moreover, the students are free to express the ideas in writing. They can give some arguments to support their ideas. The students need concentration to express the ideas because writing gives the information to the reader. The writer will make the reader understand about the writers' said in writing. Writing is a process to express ideas and choose the word in order to make the reader understand. The students should attend about

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spelling, punctuation, and structure of the sentences in order to reach communication between writer and reader. If the students can write well directly, the reader will be easy to understand the meaning. This way is found in writing process.

Graham and Pain (2007:9) state that writing is a mean of extending and deepening students' knowledge (write to learn); it acts as a tool for learning subject matter. It means that writing is a tool of communication. A writing activity is to present or to explore ideas in written form. This case also explains about writing is the activity involved their brain to express new ideas. The students should have the knowledge about a topic that they will write. The students can make good sentences through the new idea. And, Writing skill is one of skill must be followed by students. However, many students haven't had writing skill optimally; it is included writing skill in writing paragraphs.

Furthermore, according to Baker (2011), there are three kinds of writing skills. First is the compositional skill. This skill is the ability to organize words to produce an effect of writing. Second is the grammatical skill. This skill is the ability to construct sentences precisely. Third is a domain of knowledge. Based on the statement above, writing is able to construct some sentences by using grammar mastery. Grammar is one foundation aspect that affect one's writing, without good grammar mastery, ones may have difficulties in conveying their ideas in writing. The importance of the use of grammar in writing is also noted by Frodesen and Eyring in Fatemi (2008) believe that a focus on form (grammar) in composition can help writers develop and enrich linguistic resources needed to express ideas effectively.

Grammar

Grammar is fundamental to this, as a means to an end, but a means which involves investigation, problem-solving, language play and a growing awareness of and interest in how language works. According to Crystal (1998) in headteachers and teachers at KS2, Grammar is what gives sense to language...Sentences make words yield up their meanings. Sentences actively create a sense in a language and the business of the study of sentences is the study of grammar.

Then, there are several ways to define a grammar, and many have written definitions of grammar, based for example on their view of language. One definition, which is found in Oxford Dictionary of English Grammar, says that grammar is “the entire system of a language, including its syntax, morphology, semantics and phonology” (Chalker & Weiner, 1994).

Other definitions, often popularly used, include the structural rules of a language, but exclude vocabulary, semantics and phonology. Whether a definition of grammar comprises structural aspects only, or whether it also covers semantics and functions, depends strongly on the current view on language and learning. This will be exemplified later in this chapter by looking at some of the various approaches to grammar teaching over the past century. The term grammar is also used in the sense of a book containing rules of grammar, or it can be used as an individual’s application of the rules. In this thesis, I will not give attention to the two latter, but rather focus on grammar as a language system and how grammar is used for communication and making meaning.

Characteristic of the field is that there have been shifts views on grammar teaching. These shifts are often described as the pendulum swings

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between two main views, i.e. between teaching the function of grammar and the forms of grammar. At the one extreme, grammar is a fundamental part of language teaching, with the mastering of grammar as the aim of the teaching. At the other extreme, grammar has little or no place at all in language teaching. Throughout the history of grammar teaching, one extreme often has replaced the other. The two definitions of grammar presented below, both written by Ur with a time span of twenty years, illustrate some differences between these two views. Although there are traces of the importance of meaning and communication in both definitions, the first is more focused on the rules and forms of grammar, whereas the second has a clearer focus on grammar as a means to express meaning acceptably and appropriately.

The grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who ‘knows grammar’ is one who has mastered and can apply these rules to express him or herself in what would be acceptable language forms (Ur, 1988). The grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) so as to express certain kinds of meaning, some of which cannot be conveyed adequately by vocabulary alone. These include the way ideas are grouped and related, and the purposes of utterances (statement, question, request, etc.). Grammar may also serve to express time relations, singular/plural distinctions and many other aspects of meaning.

There are rules which govern how words have to be manipulated and organized so as to express these meanings: a competent speaker of the

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language will be able to apply these rules so as to convey his or her chosen meaning effectively and acceptably (Ur, 2009). In the first definition, central words are “mastering” of the language, “rules” and “forms”, whereas significant phrases in the second definition are “express meanings”, “purposes of utterances” and “aspects of meaning”. Summer (2011) says that the second definition implies that “we are moving towards a perception of a meaning-oriented concept of pedagogical grammar that considers rules as an aid to expressing meaningful language”. Where linguistic grammar is concerned with what grammar is and how it works, pedagogical grammar is more specifically concerned with how grammar is described for learning purposes and how it should be taught in the EFL classroom (Summer, 2011). In other words, pedagogical grammar is grammar developed for learners of a foreign language.

The aims of grammar learning should be reflected in the way grammar is taught. In the citation below, Ellis broadly defines grammar teaching as any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand grammar metalinguistically and/or process it in comprehension and/or production so that they can internalize it. (Ellis, 2002). The outcome of grammar teaching can be, according to this definition, both learning of formal grammar with a focus on the structures of the language, and/or learning about the ability to use grammar in practice. Throughout the history of language teaching there have been shifts views on how to teach grammar. However, the teaching of grammar can be defined broadly as any instructional technique used in order to learn grammar.

According to Gerot & Wignel (1995:4) there are three kinds of grammar which have had a major influence on schools in the western world

in this century such as traditional, formal, and functional grammars. While traditional grammar focuses on rules for producing correct sentences, formal grammars are concerned to describe the structure of the individual sentence (Gerot & Wignel, 1995:5). Either traditional or formal grammar gives students a basic understanding of the building blocks of language, which can help in improving their writing skills. The rules deal only with the most superficial aspects of writing (Gerot & Wignel, 1995:5). The last kind of grammar is functional. Gerot & Wignel note that functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on text and their context.

Emotional Quotient (EQ)

Goleman (1995) states that EQ is emerging as a critical factor for sustaining as a high achievement, retention, and positive behavior as well as improving live success. Another intelligence of the human that the influence of the human being achievement is Emotional Quotient. Golman and Katherin (2004) state that the ability to understand ourselves and other people, and in particular to be aware of, understand and use information about the emotional states of ourselves and others with competence. Emotional Quotient (EQ) is the ability to comprehend myself and someone and to know own emotion is expressed to improve maximal ethics as private own power.

Emotions have an important role in our life. They give energy to our memories and understanding that contain notions such as happiness, grief, fear, hatred, and love.(Mallah & Behzad, 2015: 54) Emotions are the most valuable property of a man. Life is boring without emotions. The role of emotion will give influence the human beings life. Golaman (1995) believed

that 20% of an individual's achievement depending on IQ, but the remainder 80% depends on emotional intelligence. EQ carry out the tight relation with students' achievement. Because EQ means possessing skills to know who we are, what thoughts, feelings, emotions, and characteristics we have in order to maintain our emotions against problems, stress management, and be an optimist.

EQ is combining thinking and attitude. It includes the ability to understand, express and manage our own emotions, and respond to the emotions of others, in ways that are helpful to ourselves and others. EQ also recognize own feeling and someone feeling and ability to motivate own self and someone. EQ can influence the students' success in learning process. How the students to explore their ideas, and they will involve their emotion in writing. It will influence of the students' success. Emotion is one factor from inside and out self that has a role in human being's life in linking with another person.

Emotion has correlated with the students' thinking. When the students create writing paragraphs automatically, they involved their emotion to do the writing. According to Ghasemi, Hamta, Behjat Fetemeh & Ali Asghar Kargar (2013), Emotions are created as a result of interaction between thought, physiological changes and behavioral actions and attitudes in response to an external event. In addition, Emotional Quotient (EQ) refers to Emotional Intelligence (EI). Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).

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In addition, Cooper (1996/1997) and Orioli, et.al (1999) defined emotional intelligence as a mix of mental and non-mental abilities. Mental and non mental involves five domains of EQ as knowing one's emotion, managing emotion, motivating oneself, recognizing emotions in others, and handling relationships. It means a person with higher emotional intelligence should become happier, more optimistic, motivated and outgoing.

In fact, our sense of social duty composes of interpersonal skills. It is the potential to understand and comprehend the feelings of others and create interpersonal relationships. EQ is as a scientifically testable intelligent. Then, definition of EQ has led to the idea that EI is the ability to feel emotions, to access and generate emotions so as to help thinking, to recognize emotions and emotional knowledge, and to reflectively control emotions so as to advance emotional and intellectual growth. In other words, as this definition entails, there seem to be four functions in EQ: using emotions to assist thought, understanding emotions, perceiving or sense emotions, and managing emotions. Emotional intelligence has a great influence on individuals' ability to manage themselves and leads their actions in a way that they work for them efficiently, such as the students lead themselves to write the paragraphs and involving their emotion when they express their ideas. Moreover, "the ability to understand and manage emotions"(Barchard & Hakstian, 2004).

Based on the statement above, EQ is the ability own self control emotions, and to understand the emotion. In addition, EQ is divided three branches; emotional perception, emotional assimilation, and emotional management (Mayer & Salovey, 1997). The first branch, *emotional perception*, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception

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also includes the ability to distinguish between honest and dishonest expressions of emotion. The second branch, *emotional assimilation*, is the ability to distinguish between the different emotions one is feeling and to identify those that are influencing their thought processes. The third branch, *emotional understanding*, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other. Lastly, the fourth branch, *emotion management*, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation.

Futhermore, emotional has role in writing process. Using emotions or facilitating thought entails, how an individual's thoughts and other cognitive activities are informed by his or her experience of emotions. It involves prioritizing thinking by directing attention to important information. It is the ability to generate, use, and feel emotions necessary to communicate feelings or employ them in other cognitive processes. It is supported by Karimi (2012), the process-based phase, the analyses of oral and written modes of language exhibited the effects of emotional and verbal intelligences on turn-taking, amount of communication, the number of errors, and writing ability. In addition, Pishghadam (2009) states that the role of emotional intelligence in developing one's writing fluency and relevancy is more than verbal intelligence. EQ has role in writing process, when the students express their ideas, they follow the cognitive process to write some sentences. They also involve their emotion when they write the sentences. Brain and emotion have tight relation that can improve the students' writing.

Result of the Research

Hypothesis 1: there is significant influence between students' EQ and students' writing ability, and also the value of Pearson correlation, it is higher than table by comparing it at significant level 5% and 1% or $0.205 < 0.745 > 0.267$. (H_a is accepted). This kind of pearson correlation includes possitive influence. It means that when students' EQ increases, then followed by going up on students' writing ability or, on the contrary, when students' EQ decreases, then followed by going down of the students' writing ability. Then, by looking at the value of the Pearson correlation (0.745), it can be interpreted that relationship between students' EQ and their writing ability is a strong influence.

Hypothesis 2: there is a significant influence of students' grammar mastery toward writing ability, and also the value of Pearson correlation, it is higher than table by comparing it at significant level 5% and 1% or $0.205 < 0.767 > 0.267$ (H_a is accepted). This kind of Pearson correlation includes positive influence. It means that when students' grammar mastery increases, then followed by going up on students' writing ability or, on the contrary, when students' grammar mastery decreases then followed by going down of the students' writing ability. Then, by seeing on the value of the Pearson correlation (0.767), it can be interpreted that correlation between students' grammar mastery and their writing ability is a strong influence.

Hypothesis 3: Then, compare it to the F – table, at the level significant 5% = 4.85 and 1% = 3.10. it can be stated that F – observed > F – table . It can be written $3.10 < 90.790 > 4.85$ (H_a is accepted). It means that

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there was a significant influence among students' EQ, grammar mastery, and writing ability

In Conclusion, hypothesis alternative (Ha3) was accepted. Students' EQ and grammar mastery can predict their writing ability. In other words, students' EQ and grammar mastery give a strong contribution to their writing ability. So, There was influence EQ and students' grammar mastery toward their writing ability of English Department STAI Hubbulwathan Duri in academic year 2015/2016. To know how much the contribution of students' EQ and grammar mastery, it can be calculated like: $R^2 \times 100\% = 0.819^2 \times 100\% = 0.6708 \times 100\% = 67.08\%$. The rest is influenced by other factors.

CONCLUSION

The main goal of the research was to find out is to investigate the influence of EQ and students' grammar mastery toward their writing ability at undergraduate student STAI Hubbulwathan Duri. Specifically, the study was done to fulfil the objectives such as, to find out to investigate the influence of EQ toward students' writing ability, then to find out to investigate the influence students' grammar mastery toward their writing ability, and lastly to find out to investigate the influence of EQ and students' grammar mastery toward their writing ability at STAI Hubbulwathan Duri.

After collecting the data by using an EQ test which consisted of 19 items, grammar mastery test which consisted of 20 items, and writing ability test which consisted 1 item. The students' paper sheet were scored and analyzed whether there was influence EQ and students' grammar mastery

toward their writing ability .The sample of this research determined through simple random sampling.

There were 92 students of English Department students of STAI Hubbulwathan Duri in academic year 2015/2016 as a sample of the study. They had followed writing subject which focused on writing paragraphs. So, the samples had learned about writing paragraphs. The instruments of this study gave on the same day and spent 120 minutes.

Before analyzing whether there was any significant influence between variables, the descriptive data of all variables are already analyzed. For instance, focusing on students' EQ was categorized into very high level (39 students = 42.39 %). Then, students' grammar mastery was categorized into a very good level (33 students = 35.87 %). Lastly, students' writing ability was categorized into good level (48 students = 52.17 %).

The result of research findings, the first finding of the research indicated that there was a positive significant influence EQ toward students' writing ability of undergraduate students STAI Hubbulwathan in academic year 2015/2016. The value of the Pearson correlation of this hypothesis is 0.745. According to Hartono $r_{xy}=0.745$ was between 0.700 – 0.900, that means influencing of EQ toward students' writing ability was strong. Moreover, by comparing the value of r_{xy} with r_{table} , the value of r_{table} was 0.205 at 5% significant level and 0.267 at 1% significant level . It can be written " $0.205 < 0.745 > 0.267$ " (H_a was accepted). In other word, r_{xy} was higher than r_{table} , then there was a significant influence of EQ toward students' writing ability. The second finding, there was influence students' grammar mastery toward students' writing ability of undergraduate students STAI Hubbulwathan in academic year 2015/2016. The value of the Pearson correlation of this hypothesis is 0.767. According to Hartono $r_{xy}=0.767$ was

between 0.700 – 0.900, that means influencing of students' grammar mastery toward students' writing ability was strong. Moreover, by comparing the value of r_{xy} with r_{table} , the value of r_{table} was 0.205 at 5% significant level and 0.267 at 1% significant level. It can be written " $0.205 < 0.767 > 0.267$ " (H_a was accepted). In other word, r_{xy} was higher than r_{table} , then there was a significant influence of students' grammar mastery toward students' writing ability. Lastly, in order to determine the influence of there was significant influence EQ toward students' grammar mastery and their writing ability of un dergraduate students STAI Hubbulwathan Duri. It can be known by statistical analysis using multi regression. Then, compare it to the F – table, at the level significant 5% = 3.09 and 1% = 4.82. It can be stated that $F - observed > F - table$. It can be written $3.09 < 90.790 > 4.82$ (H_a was accepted). It means that there was a significant influence of EQ and students' grammar mastery toward their writing ability. Students' EQ and grammar mastery can predict their writing ability. In other words, students' EQ and grammar mastery gave strong contribution to their writing ability. So, there was relationship among EQ and students' grammar mastery and their writing ability of English Department STAI Hubbulwathan Duri in academic year 2015/2016. To know how much the contribution of students' EQ and grammar mastery, it can be calculated like: $R^2 \times 100\% = 0.819^2 \times 100\% = 0.6708 \times 100\% = 67.08\%$. The rest was influenced by other factors.

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