

**THE CORRELATION AMONG EMOTIONAL QUOTIENT,  
ACADEMIC DISHONESTY AND ENGLISH MASTERY OF  
PRIVATE SENIOR HIGH SCHOOL STUDENTS IN  
PALEMBANG**

**A Thesis by**

**Elja Siti Ramadanti**

**Student Number: 06011181520090**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2019**

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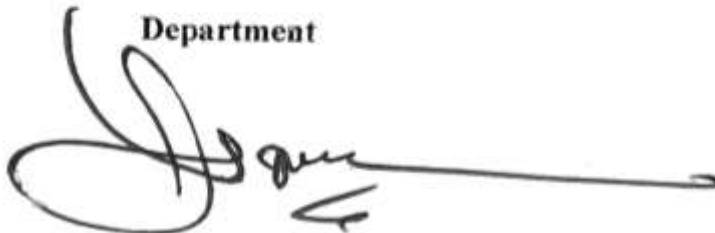


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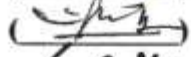
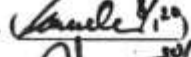

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Palembang, December 2019



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# THE CORRELATION AMONG EMOTIONAL QUOTIENT, ACADEMIC DISHONESTY AND ENGLISH MASTERY OF PRIVATE SENIOR HIGH SCHOOL STUDENTS IN PALEMBANG

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## ABSTRACT

The aims of this study were to find out; 1) whether or not there was a significant correlation between emotional quotient and English mastery, 2) whether or not there was a significant correlation between academic dishonesty and English mastery, 3) whether or not there was a significant correlation between predictor variables (emotional quotient and academic dishonesty) and criterion variable (English mastery). The sample of this study was 300 private senior high school students in Palembang. The technique of determining the sample used was stratified random sampling. The data were collected by using emotional quotient questionnaire, academic dishonesty questionnaire and English test which consisted of four language skills. Then, they were analyzed by applying Pearson Product Moment Correlation Coefficient and Simple Linear Regression analysis in SPSS version 24. The result showed that there was a significant correlation between emotional quotient and English mastery ( $r = 0.563$ ,  $p\text{-value} = 0.000$ ), there was a significant correlation between academic dishonesty and English mastery ( $r = 0.550$ ,  $p\text{-value} = 0.000$ ), there was a significant correlation between the two predictor variables and the criterion variable ( $r = 0.565$ ,  $p\text{-value} = 0.000$ ), and there was a significant contribution between the two predictor variables and the criterion variable ( $r = 0.319$ ,  $p\text{-value} = 0.000$ ). In conclusion, the correlation and contribution among emotional quotient, academic dishonesty and English mastery were in fair level and emotional quotient became the factor that influenced more in students' English mastery with 31.9% of contribution. The implications of this study are teachers will apply the most appropriate teaching style, use variety of methods, more aware to students' emotion and reinforce the goals, beliefs, and values about learning. Teacher, parents, administrators, and policy makers will be more assertive in making regulation and responding to academic integrity.

**Keyword:** *Correlation, Emotional Quotient, Academic Dishonesty, English Mastery*

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## CHAPTER I

### INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

#### **1.1 Background of the Study**

*The sine qua non* to adept English becomes a very great challenge especially for non-native English country in this 21<sup>st</sup> century. The interest in learning foreign languages especially English is growing daily since English is known as a language that is widely used all over the world or a *lingua franca*. According to Harmer (2007, p. 13), *Lingua franca* is “a language used widely for communication between people who do not share the same first (or even second) language.” There is no doubt that having good mastery of English is important in order to compete in this English as global language era. That is why Indonesian government considers English not only as the first foreign language but also as one of compulsory subject for SMP and SMA/SMK level (Ministry of Education and Culture, 2013). English sometimes became a subject that is taught in early education up to university (Rahmi & Diem, 2014).

In Indonesia, developing students’ English skills is the purpose of learning English in order to communicate well and discourse to reach specific literacy when they graduate from schools and students’ English mastery is evaluating on national examination. People should agree that today the most successful language in the world is English (Burns, 2004). That is why learning English is necessary in Indonesia since it is also tested in national examination. The purpose of national examination is to evaluate the standard of competency achievement of each subject nationally (Ministry of Education and Culture, 2013). It means that students must master English in order to pass the standard competency of English subject examination. The report shows that there were 1,676 junior high school students from South Sumatera failed on the national examination in 2010 and 384 of 7,811 high school students from South Sumatera also failed on the national examination (Yunizar, 2011; Ministry of Education and Culture, 2014). It is in

line as the data from Education First English Proficiency Index (EF EPI) 2018, that categorized Indonesia as the low proficiency country which is in the 51<sup>st</sup> rank from 88 countries, meanwhile, Singapore, Malaysia, Philippines and Vietnam in 3<sup>rd</sup>, 22<sup>nd</sup>, 14<sup>th</sup>, and 41<sup>st</sup> rank. From those facts, it can be said that there are still many problems in English mastery faced by the students in Indonesia especially in Palembang and it needs to be solved.

Factors that contribute to students' academic performance in learning institutions have been a concern of many parties over a long period. A variety of factors (students' IQ, socio economic status, motivation, peer-relationship, teacher-student relationship, parental involvement, and personality) are found as the results of and findings from researches conducted in this area of study. Students' academic success is always considered with IQ as a predictor among all those factors. However, there are many studies bringing to light that IQ cannot be a reliable predictor to determine students' academic achievement (Craggs, 2005). It is said that there is only 20% of IQ affects to someone's success, and 80% derives from other factors (Goleman, 1995). A crucial psychological factor which recently attracted researchers' attention in many field of studies is Emotional Quotient (EQ) or Emotional Intelligence. EQ can help students academically learn and perform better because it is crucial in the successful of their college and personal health (Low & Nelson, 2006). Goleman (1995, p. 34) defines EQ as "abilities such as being able to motivate oneself and persist in the face of frustration, to control impulses and delay gratifications; to regulate one's moods and keep distress from swamping the ability to think; to emphasize and hope." It means that students' with high EQ represents a higher level of self-esteem and personal value which also represents a better understanding and relationship with others at all levels. The report shows that low EQ found to be associated with violent behavior, illegal use of drugs and alcohol, and participation in delinquent behavior (Stys & Shelley, 2004). It is in line as in recent years, a specific impulsive behavior has become extended in the population, the abuse of Smartphones and the Internet, and has also been related to low EQ abilities (Billieux, Van der Linden, & Rochat, 2008; Beranuy, Oberst, Carbonell, &

Chamarro, 2009). It can be said that EQ is an indicator of life fulfillment, solid mental adjustment, and positive interactions to other people.

Another factor is academic integrity which is also a term that becomes an extra famous topic of debate in this era. Once it involves academic integrity, it straightforwardly alludes to honesty and dishonesty. This study will focus on students' academic dishonesty in terms of cheating and plagiarizing. Academic dishonesty is the act of presenting someone's academic work as their own (Jensen, Arnet, Feldman, & Cauffman, 2002). It is common to find an educational malefaction in students' life as a term of academic dishonesty. When students have low scores and situations force them to gain higher scores, it influences them to do academic dishonesty such as cheating or plagiarism since they also have low EQ (Rettinger & Kramer, 2009; Owunwanne, Rustagi, & Dada, 2010; Osakuade, 2011). Academic dishonesty occurs when students want to improve their score at least to be good one (Bushweller, 1999). As a study reported by Shipley (2009) which was conducted in Nebraska, the level of self-reported cheating on assignment or test from college students was nearly 50%. It means that academic dishonesty becomes a usual activity and a serious problem even in Indonesia. The report Rahim and Goli (2016) reported that the most common types of academic dishonesty are cheating on exams and assignments. Students tend to use some illegal techniques, activities, and other forms of cheating in order to help them achieve better score during examination (Hosny & Fatima, 2014). The other reason why students tend to do academic dishonesty is because their peers are doing the same activity (Sarita, 2015). The study from Fredrika and Prasetyawati (2013) found that among the 6<sup>th</sup> grades students had academic dishonesty occurred. It shows that academic dishonesty can happen even in the lower level of education. Ministry of Education and Culture of Indonesia found a serious fact from the result of National Examination 2015 in which more than 60% schools have low integrity. It differs from the Curriculum 2013 which expects students to have and apply the attitudes such as confident, courtesy, curiosity, caring, responsibility, discipline and honesty. There are some other reasons why students tend to do academic dishonesty. Those are parental pressure, time pressure, and

competition among peers (Taylor, Pogrebin, & Dodge, 2002; Anderman & Murdock, 2011; Sarita, 2015). Today cheating becomes an epidemic which always brings problem because it always happens in academic setting (Batool, Abbas, & Naeemi, 2011). In academic dishonesty, there are five basic constancy of virtue—honesty, trust, fairness, respect, responsibility, and courage—which are certainly a foundation to the academy even in facing difficulty (Fishman, 2014). Students' behavior and attitudes are cores for their ongoing professional practice. Whatever the levels are, academic honesty is expected for all the academic communities.

As it is not easy to learn a language that is not our native language, learning English looks as a monolithic challenge for students. It is because every student is different not only in how he/she deals with learning, but also how he/she feels toward learning circumstances. EQ or Emotional Intelligence plays a significant part in motivating students to learn. Without motivation and positive feeling about learning, it would be difficult for students to get immersed in the learning process and it might also influence them to do academic misconduct or academic dishonesty. Students' EQ and their knowledge about the term of academic integrity might be said to play parts in the success of their learning process, and these were what the current study seeks to explore. This study has similarities with the previous studies since it is under the study entitled “Academic Dishonesty and Personal Factors in Relation to English Mastery of Senior High School Students in Palembang”. The difference from previous studies was on the personal factor variables, which it chose EQ as a personal factor that need to explore and also the population. The writer chose private senior high schools based on the reports that from top twenty schools of Science study program in Palembang, South Sumatera, eleven of them are private senior high schools, and from top twenty schools of Social study program in Palembang, South Sumatera, twelve of them are private senior high schools (Ministry of Education and Culture, 2015). It indicates that the level of students' intelligences of private senior high school is higher than state senior high school; therefore this study chose private senior high school students in Palembang, South Sumatera as the population. In

other words, this study would like to know the potential correlation among EQ, academic dishonesty and students' English mastery.

### **1.2 The Problems of Study**

The problems of the study are formulated into the following questions:

1. Is there any significant correlation between students' Emotional Quotient (EQ) and English mastery of private senior high school students in Palembang?
2. Is there any significant correlation between academic dishonesty and English mastery of private senior high school students in Palembang?
3. Is there any significant correlation between the two predictor variables (students' EQ and academic dishonesty) and the criterion variable (English mastery) of private senior high school students in Palembang?
4. Is there any significant contribution between the two predictor variables (students' EQ and academic dishonesty) and the criterion variable (English mastery) of private senior high school students in Palembang?

### **1.3 The Objectives of the Study**

Based on the problems of the study above, the objectives of the study are:

1. to find out whether or not there is any significant correlation between students' EQ and English mastery of private senior high school students in Palembang.
2. to find out whether or not there is any significant correlation between academic dishonesty and English mastery of private senior high school students in Palembang.
3. to find out whether or not there is any significant correlation between the two predictor variables (students' EQ and academic dishonesty) and the criterion variable (English mastery) of private senior high school students in Palembang.
4. to find out whether or not there is any significant contribution between the two predictor variables (students' EQ and academic dishonesty) and the

criterion variable (English mastery) of private senior high school students in Palembang.

#### **1.4 The Significance of the Study**

This study is expected to be beneficial for the following parties. First, teachers may be able to choose and apply the most appropriate learning styles in the process of teaching and learning English, which pay attention to students' EQ and may reduce academic dishonesty activities. Second, students realize the importance of learning and mastering English, also considered it's beneficial to their future since English is a language that is widely used by people around the world. Students may study and learn more diligently by paying attention to their EQ so that they may improve their feelings and motivations in learning and it will derive them to avoid dishonest activities since honesty is such a free from fraud behavior in life. Third, parents may pay more attention to their children's EQ and be wiser on expecting something so that their children do not feel depressed and may avoid dishonest activities. Fourth, schools and education services may be able to be more assertive in making regulations and responding to any kind of academic dishonesty activities. Last, this study may give useful and valuable information as a reference for further study so that it may improve the quality of education in the future.



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