PORTRAYING EMOTIONAL INTELLIGENCE of PRE- SERVICE

EFL TEACHERS:

A survey study

Presented to the Department of English Language Education as Partial

Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English

Language Education

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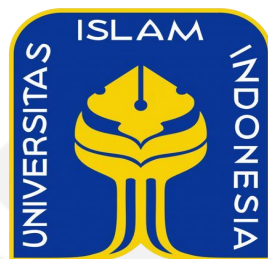
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STATEMENT WORK ORIGINALITY

Honestly, I declare that my thesis is done by my own work, so there are no contents that worked by other people, except the qutation, reference and scientic paper should.

Yogyakarta, August, 3 2022

Taufik Adi Anggoro Pradipta

15322074

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MOTTO

" You don't get in life what you want, You get in life what you are"

(Les Brown)

" Hidup yang tidak pernah dipertaruhkan tidak akan pernah dimenangkan"

(Sutan Sjahrir)

DEDICATION

I dedicated this thesis to :

1.   Beloved parents: Mudjana and Dra. Budi Dayanti, M.Si.

2.   My academic supervisior lecturer and also head of English Language Education Departement Mrs. Irma Windy Astuti S.S., M.Hum.

3.   My lecturer and thesis supervisor Mrs. Rizki Farani S.Pd., M.Pd.

4.   All of my friends at English Education Departement batch 2018 that i cannot write their name one by one who has participated in my research.

5.   All of my best friends who always motivated me and help to give me suggestion during studying at Islamic University of Indonesia.
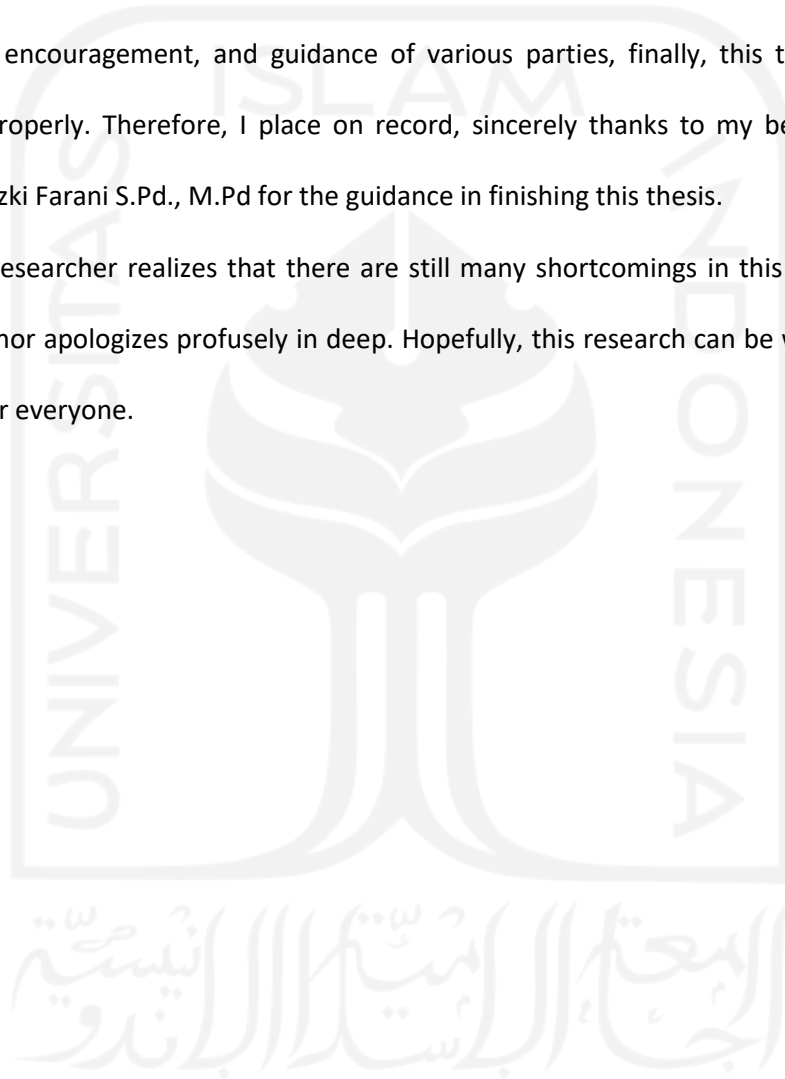
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Portraying Emotional Intelligence of Pre- Service EFL Teachers:

A Survey Study

Taufik Adi Anggoro Pradipta

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ABSTRACT

The purpose of this study is to determine the emotional intelligence of aspiring EFL teachers. This study's research design uses a quantitative approach and a survey study methodology. 50 students voluntarily agreed to participate in this survey as responses. They are from English Language Education Department at one of Universities in Yogyakarta. All respondents are students batch 2018 who have done internships as pre-service teachers. The Daniel Goleman-adapted Emotional Intelligence questionnaire is used in this investigation (1995).

Based on the results of this study, the highest score refers to Self-Awareness, the mean score (4.48) with the statement "i know when i am happy". While the lowest domain is empathy, the mean score (2.84) with the statement "i rarely worry about work or life in general". The data demonstrates that although pre-service teachers have a high level of self-awareness, they nevertheless struggle with emotional intelligence in both their professional and personal lives.

Keywords : Emotional Intelligence, EFL Pre-Service Teacher,

Higher Education

CHAPTER 1

INTRODUCTION

This chapter present an introduction of the paper. It covers of the background of the study, identification of problem, limitation of problem, problem formulation, objectives of the study, and the last in this chapter is significance of the study.

1.   1.Background of the Study

In the world of education, teachers have a very important role in conducting teaching and learning process. Thus, the quality of teacher should be one of essential considerations in teachers' competencies (Zeichner, A. Payne, & Brayko, 2015). Emotional intelligence is one of basic competencies of teachers because it gives impact teachers' performance (ul-Haq, Anwar, & Hassan, 2017) explained that because the quality of a teacher is very influential on his students. They have responsibility to teach students to prepare become the good and productive person in the future.

In this case emotional intelligence is a great challenge for every teacher performance in learning process. In my university pre-service teachers who will be placed in schools to teach has training program in classroom management subject. In classroom management we learned about making RPP, syllabus, and teaching simulation. Pre-service teachers had three chances to practice those all in different situation created by lecturer. Pre-service teacher who succeed or past all those component in classroom management can be places to the school to teaching.

1.2. Identification of the Problem

There are many problems on teaching process. Lack of skills in controlling emotional intelligence will have an impact on teaching processes in the classroom and reflecting the quality of these teachers in classroom teaching.

1) Lack of skill in controlling Emotional Intelligence.

2) The quality of the Teacher in classroom teaching.

1.3. Formulating of the Problem

What are the emotional intelligence of pre-service EFL teacher?

1.4. Objectives of the Study

To identify the emotional intelligence of pre-service EFL teachers.
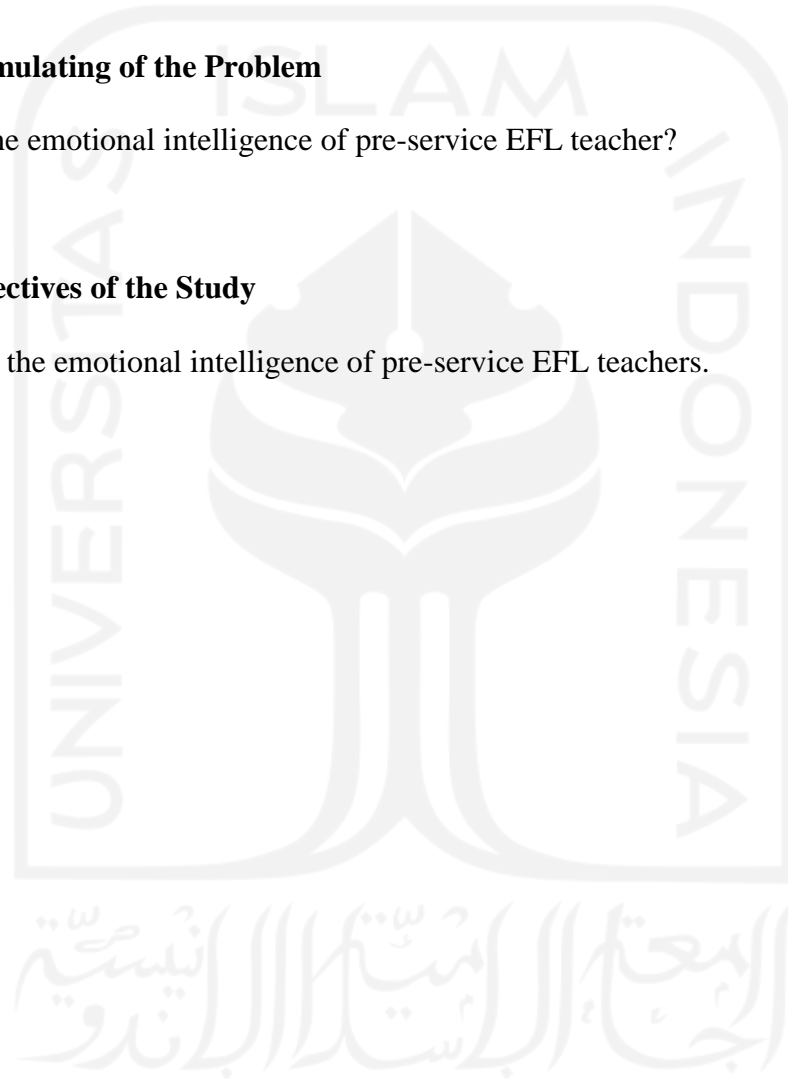
1.5. Significance of the Study

Practical benefit for the pre-service teacher

It can increase the awarness EI in plan the hope of this study can provide benefits about emotional intelligence in pre-service EFL teachers. In addition, the results of this study are expected to help the pre-service EFL teachers to identify the character of their emotional intelligence deeply. So that they can think, manage, and find the solution of their emotional intelligence in various problem during the teaching process.

A.   Practical benefit for the Lecture :

The hope this study can as a source and as input to be able to continue to improve the quality of teaching pre-service EFL teachers in the department.

B.   Practical benefit for Prodi :

To revice to support the curiculum

C.   Practical benefit for another researcher :

The results of this study are expected to provide additional information about emotional intelligence in pre-service teachers. So that in the next process can be useful and help other researchers to refine research on emotional intelligence that exist in pre-service teachers.

CHAPTER 2

LITERATURE REVIEW

This chapter explains about the theory of this studies. It cover the theories about emotional intelligence and teacher performance.

2.1 Emotional Intelligence in Educational context

Emotional intelligence as the subset of social intelligence that involves 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 actions (Salovey & D. Mayer, 1990). There are five fundamental parts of emotional intelligence are emotional self-awareness, self-recognition, managing relationships with others, inspiring others, and controlling emotions (Goleman, 1995). Five facets of emotional intelligence have been taken into account in the current research framework in order to examine how they relate to teachers' job performance. According to (D. Mayer, R. Caruso, & Salovey, 1999) emotional intelligence can be assessed most directly by asking a person to solve emotional problems, such as identifying the emotion in a story or painting, and then evaluating the person's answer against criteria of accuracy. They separated the three requirements for emotional intelligence. The first conceptual criterion stipulates that intelligence must reflect mental performance as opposed to just favored behaviors, a person's self-esteem, or non-intellectual accomplishments. The second set of criteria, known as the "correlation criteria," outlines the empirical requirements that an intelligence should specify a group of closely linked skills that are comparable to yet different from the mental skills specified by previously established intelligence. The third, developmental criterion states that intelligence develops with age and

experience, and is based on the ground breaking work by Binet & Simon. Reviewed in Fancher, 1985, p. 71; also, Brown, 1997.

Emotional roles are very important in work, especially in teachers in teaching. The quality of a teacher is very influential on his students. In the process of learning and teaching there are important aspects that must be considered by a teacher that is emotional intelligence.

The teacher's emotional intelligence also makes a difference about the satisfaction with life, work mentality and job satisfaction (Ignat & Clipa, 2012). They found significant differences between teachers with high emotional intelligence and low emotional intelligence that the more emotionally intelligent they have, they will have a more positive attitude toward their work. They claimed that teachers who have high levels of emotional intelligence will have a positive attitude towards their work, they will feel more motivated & committed to their work, and also teachers with a high levels of emotional intelligence on average they are satisfied with the results of their work than teachers with low intelligence. The pre-service teachers must obtain research-based instruction on the language and reading constructs in order to raise the standard of education for the pupils. The teacher's fundamental role in determining educational equity and their duty to effectively prepare every student are more important than ever (Cantrell, K. Washburn, Joshi, & Hougen, 2012). This critical responsibility has pushed ongoing debates about how to best prepare future teachers (Zeichner, A. Payne, & Brayko, Democratizing Teacher Education, 2015). The role of teachers is very important in the process of teaching students in the classroom. Because the teacher is a role model that gives a lot of impact to the students. Teachers have a great responsibility for the quality of education that affects students. Therefore, the ability of teachers in emotional intelligence is needed to prepare the quality of pre-service teachers to be better in the future.

2.2 Review on Relevant Studies.

There are some previous studies that are relevant to this research, based on research entitled "Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan". Emotional intelligence is really helpful for teacher's performance as it would guide them to communicate clearly, lead others in a proper way which creates productive interaction at work as well as personal life (ul-Haq, Anwar, & Hassan, 2017). This research analyze the impact of emotional intelligence on teacher's job performance in the education sector of Pakistan. The result of the research shows that emotional intelligence has a significant impact on the teacher's job performance. The findings of the research revealed that emotional self-awareness, achievement, self-confidence, developing and conflict management have positive and significant relationship with the teacher's job performance. Emotional intelligence is really helpful for teacher's performance as it would guide them to communicate clearly, lead others in a proper way which creates productive interaction at work as well as personal life.

The second is from A Study of Emotional Intelligence and Attitudes Towards Teaching Profession Among Turkish EFL Pre-service Teachers (Oz & Kiris, 2018). The study investigate 124 English as a Foreign Language (EFL) pre-service teachers at a large public university in Turkey participated in this study to examine the association between emotional intelligence and attitudes about the teaching profession. The finding
of the study showed a substantial positive link between emotional intelligence and pre-service Turkish EFL teachers' views toward the teaching profession. Additionally, the results showed that the majority of participants had views toward the teaching profession and moderate degrees of emotional intelligence. The results may provide

guidance for teacher preparation programs that aim to improve the emotional

intelligence and attitudes of pre-service teachers.

2.3 Theoretical Framework

This research used the concept of emotional intelligence from (Salovey & D.

Mayer, 1990). In terms of collecting data, a questionnaire from (Goleman, 1995) is

used to describe emotional intelligence of pre-service EFL teachers.

The definition of emotional intelligence refers to the definition from Salovey & Mayer

1990 cited in Nazari 2012. It define E.I as

Ability to percive emotion, integrate emotion to facilitate thought, understand emotion, and to regulate emotions to promote personal growth (Salovey & D. Mayer, 1990)

(EI) Emotional Intelligence Questionnaire (Goleman, 1995)

| Self-Awareness | Managing Emotions | Motivating Oneself | Empathy | Social Skill |
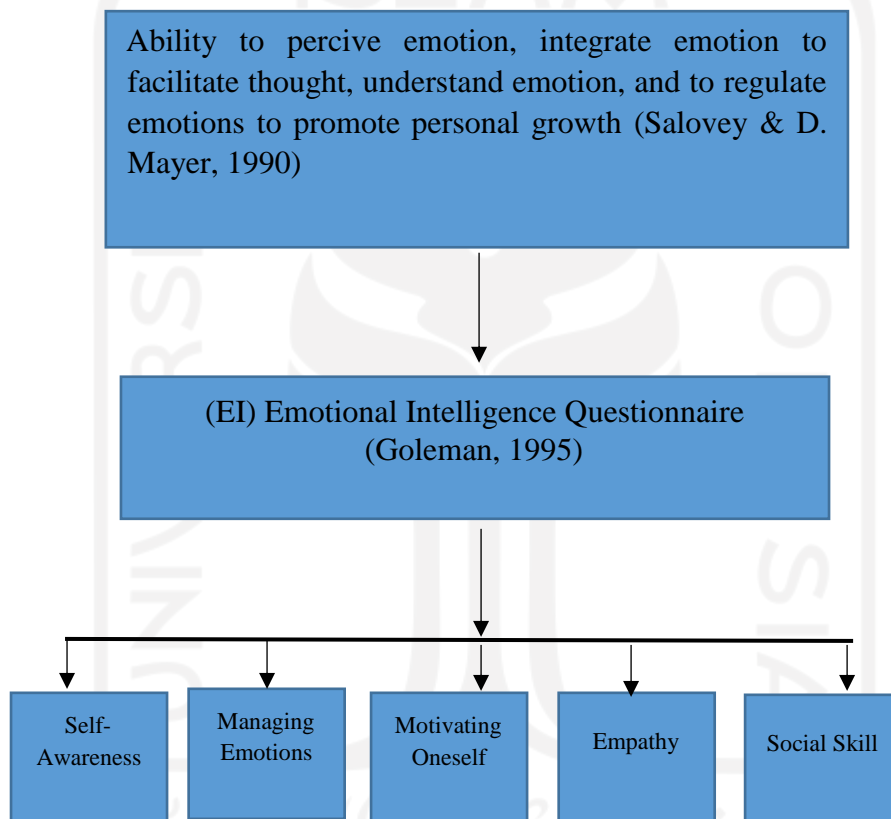
CHAPTER 3

RESEARCH DESIGN

This chapter explains about the methodology of the study. It covers the research design, participants and data collection techniques.

3.1. Research Design

The design of this research is quantitative approach in a form of survey study. According to (Muijs, 2010) quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic). It means the phenomenon that occurs will be measured using numbers as the final data. This research using quantitative because I will be testing multiple samples from a population. Therefore I need to use a quantitative approach as a measuring tool in sampling. In addition, the more samples tested, the better and more valid. The results of the data survey can help understand the basic reference of a phenomenon in the field it can be a good re-source to develop advance research in future.

3.2. Population and Sample

3.2.1. Population

Population consists of objects / subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions (Sugiyono, 2008). There were 50 pre-service EFL teachers, involved in this research. They were chosen because they enrolled in Micro-teaching course as a course preparation before conducting teaching practicum at schools. As students from English Language Education Department, they were trained to design and implement lesson plan and teaching practice to deliver English subject at school level. After finishing the course, they were deployed to some schools and implement teaching practice for one month.

Implementation of data collection is done online. Respondents were asked to fill out a questionnaire by selecting numbers in the column that were deemed to be in accordance with personal facts. The research instrument was a questionnaire with a total of 50 items.

The total number of respondents from the 2018 batch of 145 students, researchers were able to reach a figure of 50 respondents. This figure is the number obtained because initally involved 145 but only 50 students were willing to fill out the questionnaire.

3.2.2. Sampling

According to (Sugiyono, Metode penelitian kuantitatif kualitatif dan R & D, 2013) sample is part of the number and characteristics possessed by the population. Since the population of this study was less than 100 respondents, the researcher used the entire population as the total sampling for this study. But the researcher must take 10-15% or 20-25% of the respondents if there are more than 100. There are 145 students in this study's population. Because every member of the population has the potential to contribute to data collection, the researcher applies simple random sampling as a result. But here are still 95 students who have not filled out the questionnaire because this research is voluntary, currently only 50 people are willing to contribute to this research.

3.3. Data Collecting Techniques

This subchapter explains data collecting techniques which are instrument, validity and reliability.

3.3.1. Instrument

According to (Suryabrata, 2008) research instrument is a tool used to record attribute data and psychological attributes. The instrument of this research was Emotional Intelligence Questionnaire (Goleman, 1995) which consists of 5 domains there are self-awareness, managing emotions, motivating oneself, empathy and social skill. Self-Awareness (1,2,3,4,5,6,7,8,9,10) is the ability to recognize what you are feeling, to understand your habitual emotional responses to events and to recognize how your emotions affect your behavior and performance.

When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations. Meanwhile, Managing Emotions (11,12,13,14,15,16,17,18,19,20) is focus and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret. The third aspect is Motivating Oneself (21,22,23,24,25,26,27,28,29,30) which use deepest emotions to move and guide you towards your goals.

This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks. Furthermore, Empathy (31,32,33,34,35,36,37,38,39,40) helps to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others. Finally, Social Skill (41,42,43,44,45,46,47,48,49,50) involve manage, influence and inspire emotions in others. Being able to handle emotions in relationship and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership. The instrument using scale 1=does NOT apply at all, 3=applies about half time, 5=ALWAYS applies to you to assess.

3.3.2 Validity

Content Validity is the degree of measurement function of a test, or the degree of accuracy of measuring a test. The validity of a test questions whether the test really measures the roof to be measured (Suryabrata, Pengujian Signifikansi Hipotesis Nol Dalam Penelitian Psikologis, 2000). Validity is a measure of what you want to measure. To test the validity of each item, the scores on the item are correlated with the total score. The instrument should be consulted to the Validator so that it is considered valid. When checking the validity of the questionnaires the Validator uses the content validity.

The technique of validity has been estimated by measuring the tests using rational analysis of validator from an expert. The instrument of this study has been consulted with the validator and has been approved as an instrument that can be used in this study. This study also uses research using the validity of the construct concerning the level of truth of the instrument.

Instrument testing is an important part of research. With valid and reliable instruments so the instrument that has been tested for validity and reliability will be a determinant to get valid and reliable research results. The researcher do validity calculation by using SPSS with 50 item questions that were tested on 50 respondents by using formula if **R arithmetic > R table = Valid**. There are 2 items that are not valid,

number 11 and 12. This is because the correlation coefficient value of the item has a smaller value than the table coefficient. Therefore, of the 50 questions made, only 48 items will be used in the next calculation.

3.3.3 Reliability

Reliability is the consistency of a series of measurements or a set of measuring tools. Reliability with respect to degree of consistency and stability of data or findings. In a quantitative positive view, a data is said to be reliable if two or more researchers are in the same object produce the same data, or the same researcher in different time, produce the same data, or a group of data when split into two shows no different data (Sugiyono, Metode penelitian pendidikan : (pendekatan kuantitatif, kualitatif dan R & D), 2008). The questionnaire was adopted from Goleman in 1995 and was approved by teachers to be tested to some students. To measure the reliability of the questionnaire researchers will use Microsoft Excel and SPSS as a medium in analyzing the questionnaire data from some of these students. The reliability score was 913.

3.4. Data Analysis Technique

3.4.1 Data Indicator

This research used average score as data indicator to measure emotional intelligence of pre-service EFL teachers. Researcher identified the highest and the lowest mean score from 50 items moreover the result also categorize based on E.I aspect from the questionnaires.

The highest average value indicates that the pre-service teacher has fulfilled the capacity in the emotional intelligence domain, while the lowest value indicates that the pre-service teacher still needs development in emotional intelligence in that domain.

3.4.2 Step Data Analysis Techniques

Researchers take steps:

1. Determine domain that adopted from Emotional Intelligence survey of Daniel Goleman (1995).

2. Create the survey in the Google form.

3. Share the link of Google form to the respondent by using What'sapp application.

4. Analyze the data by using Microsoft Excel and SPSS.

5. Make data intrepretetion based on finding.

This study aims to identify the aspect emotional intelligence of preservice EFL teachers.

4.1 Finding and Discussion.

Based on the research results, the highest domain of Pre-Service EFL Teachers' emotional intelligence is Self-Awareness 4.48 "i know when i am happy" and the lowest domain is empathy 2.84 "i rarely worry about work or life in general".

4.1.1 General Data Results
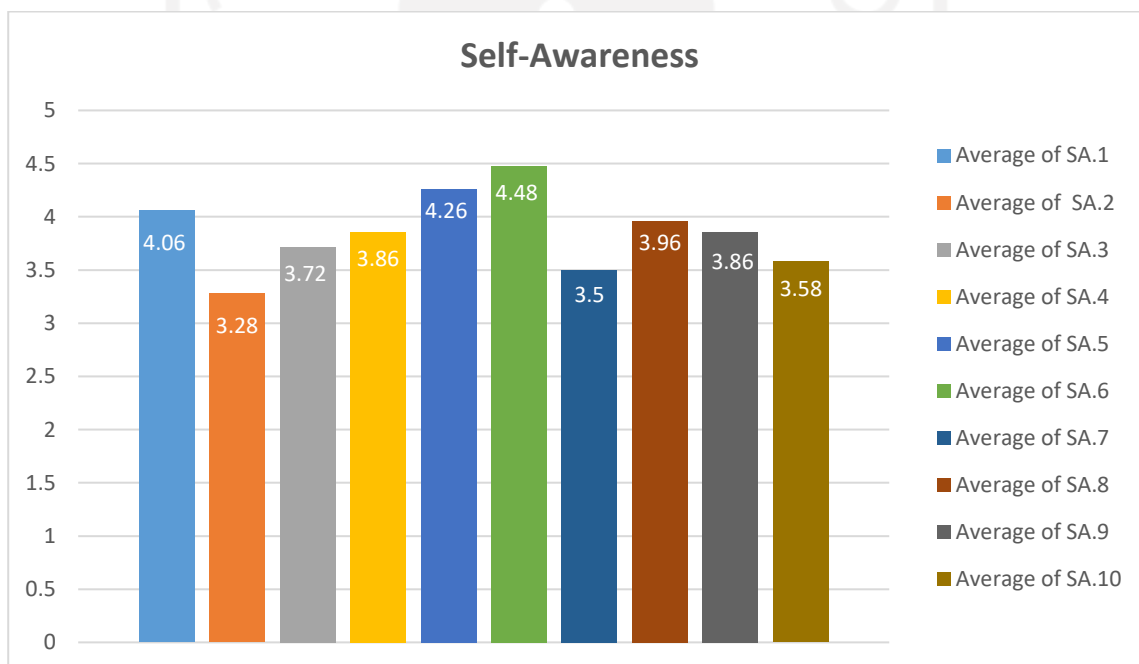
Figure 1 : Chart of Self Awareness

The highest score of domain Self-awareness is 4.48 "i know when I am happy" and the lowest is 3.28 "i can reframe bad situation quickly".
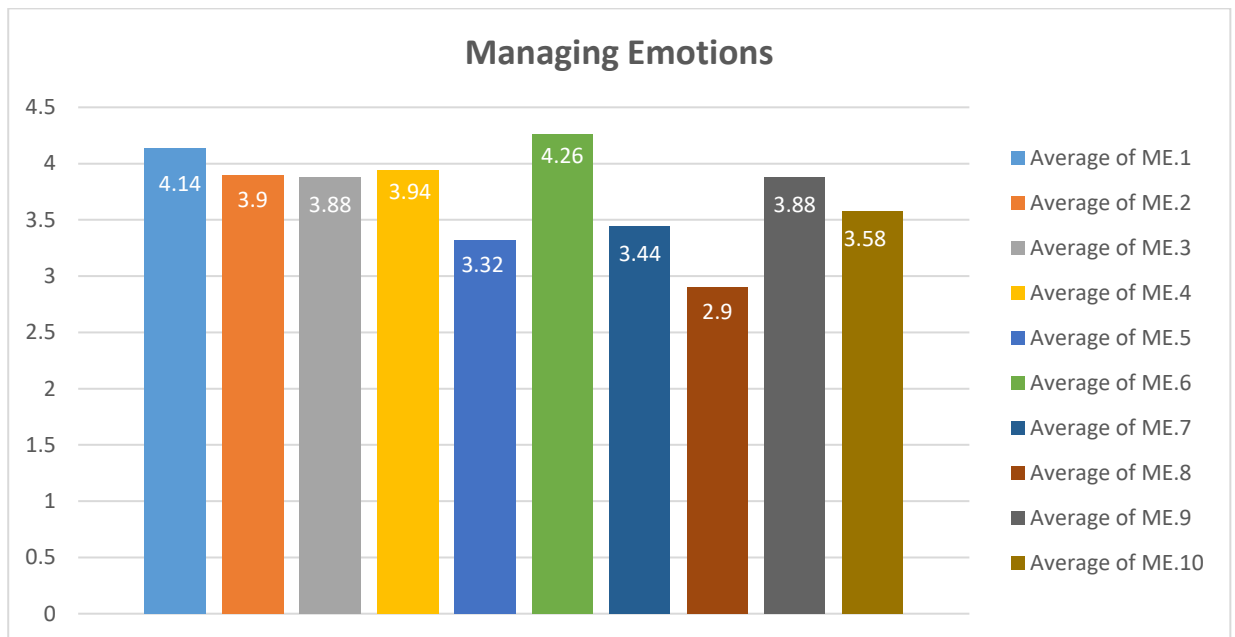
Figure 2 : Chart of Managing Emotions

The highest score of domain Managing Emotions is 4.26 "when I am being emotional i am aware of this" and the lowest is 2.9 "i never waste time".
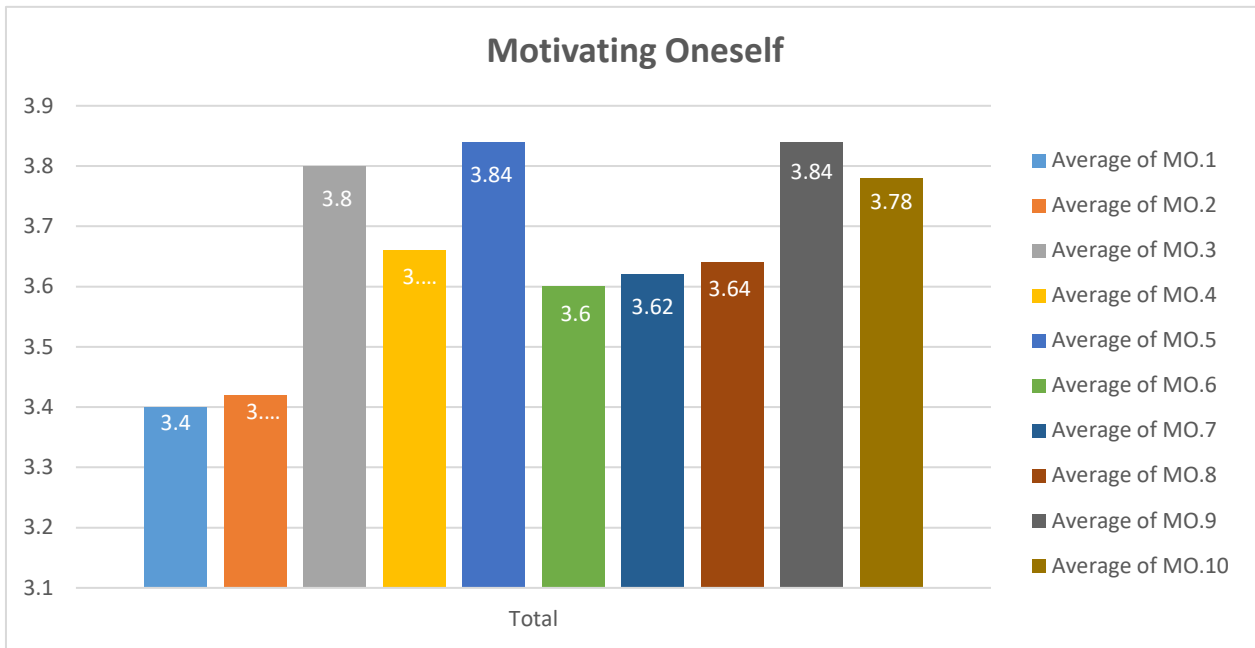
Figure 3 : Chart of Motivating Oneself

The highest score of domain Motivating Oneself is 3.84 "other individues are not difficult just different" and the lowest is 3.4 "when i feel anxious i usually can account for the reason(s)".
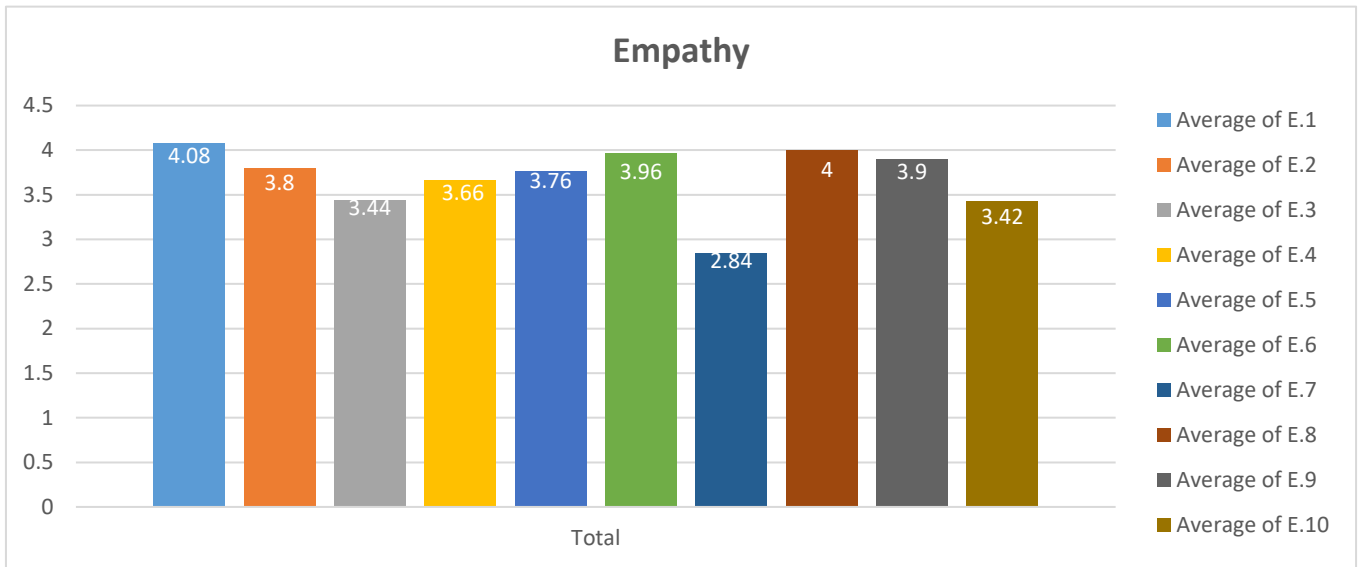
Figure 4 : Chart of Empathy

The highest score of domain Empathy is 4.08 "awareness of my own emotions is very important to me at all times" and the lowest is 2.84 "i rarely worry about work or life in general".
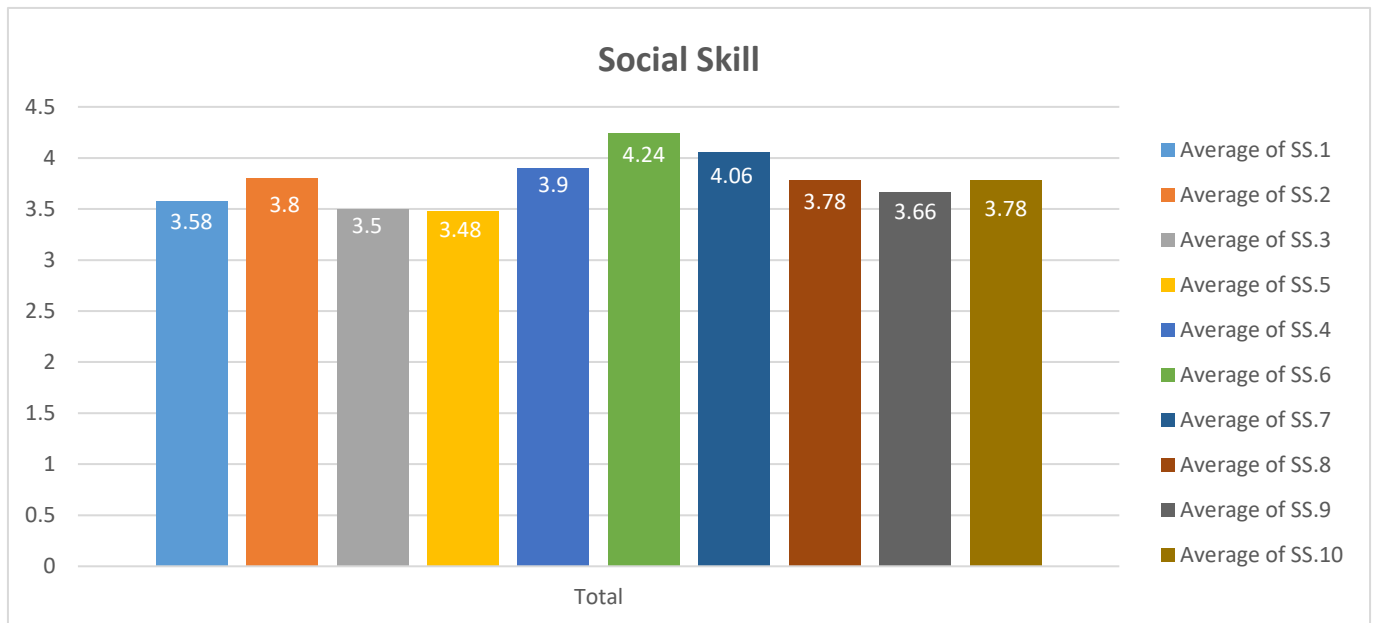
Figure 5 : Chart of Social Skill

The highest score of domain Social skill is 4.24 "i know what makes me happy" and the lowest is 3.48 "i can sometimes see things from other's point of view".

4.2 DISCUSSION

This research is closely related to the results of research conducted by (ul-Haq, Anwar, & Hassan, 2017) which shows that emotional self-awareness has a significant and positive impact on teacher performance. The results of his research show that the t-value is 1.59 which is close to 2 which indicates that emotional self-awareness has a positive effect on teacher performance. It also relates to (Oz & Kiris, 2018) The study's findings demonstrate a substantial positive association between pre-service Turkish EFL instructors' opinions about their own efficacy, which leads to the conclusion that pre-service teachers' emotional intelligence and efficacy are essential to the teaching process. Pre-service teachers with high efficacy beliefs and high emotional intelligence capacities are likely to use a variety of more productive teaching tactics than pre-service teachers with low efficacy and low emotional intelligence.

CHAPTER 5

CONCLUSION and RECOMMENDATION

The objective of this study is to identify the emotional intelligence pre-service EFL teacher. Based on the research results, the highest domain of Pre-Service EFL Teachers' emotional intelligence is self-awareness. It means that pre-service teachers actually already have a high awareness of themselves and actually they know what they need. This is evidenced by the value in the test results of the mean value Self-Awareness 4.48 " i know when I am happy", so it can be seen that the value of self-awareness has the highest impact in portraying the emotional intelligence of pre-service teachers. Meanwhile, the lowest domain is empathy 2.84 "i rarely worry about work or life in general." it means they have difficulties in work and life.

To minimize their anxiety, teachers should do more project based learning activities in the classroom. Project based learning can facilitate team work so they can solve the problem together. Hopefully it will can lower their anxiety. For the future research about EI, it is better using qualitative research method to investigate more data.

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APPENDICES

	How much does each statement apply to you	Mark your score				
	Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. **1 = Does not apply ~ 3 = Applies half the time ~ 5 = Always applies**	**The number** **that shows how strongly** **the statement applies**				
1	I realize immediately when I lose my temper	1	2	3	4	5
2	I can 're-frame' bad situations quickly	1	2	3	4	5
3	I am able to always motive myself to do difficult tasks	1	2	3	4	5
4	I am always able to see things from the other person's viewpoint	1	2	3	4	5
5	I am an excellent listener	1	2	3	4	5
6	I know when I am happy	1	2	3	4	5
7	I do not wear my 'heart on my sleeve'	1	2	3	4	5
8	I am usually able to prioritize important activities at work and get on with them	1	2	3	4	5
9	I am excellent at empathizing with someone else problem	1	2	3	4	5
10	I never interrupt other people's conversations	1	2	3	4	5
11	I usually recognize when I am stressed	1	2	3	4	5
12	Others can rarely tell what kind of mood I am in	1	2	3	4	5
13	I always meet deadlines	1	2	3	4	5
14	I can tell if someone is not happy with me	1	2	3	4	5

15	I am good at adapting and mixing with a variety of people	1	2	3	4	5
16	When I am being 'emotional' I am aware of this	1	2	3	4	5
17	I rarely 'fly off the handle' at other people	1	2	3	4	5
18	I never waste time	1	2	3	4	5
19	I can tell if a team of people are not getting along with each other	1	2	3	4	5
20	People are the most interesting thing in life for me	1	2	3	4	5
21	When I feel anxious I usually can account for the reason(s)	1	2	3	4	5
22	Difficult people do not annoy me	1	2	3	4	5
23	I do not prevaricate	1	2	3	4	5
24	I can usually understand why people are being difficult towards me	1	2	3	4	5
25	I love to meet new people and get to know what makes them 'tick'	1	2	3	4	5
26	I always know when I'm being unreasonable	1	2	3	4	5
27	I can consciously alter my frame of mind or mood	1	2	3	4	5
28	I believe you should do the difficult thing	1	2	3	4	5
29	Other individuals are not 'difficult' just 'different'	1	2	3	4	5
30	I need a variety of work colleagues to make my job interesting	1	2	3	4	5
31	Awareness of my own emotions is very important to me at all times	1	2	3	4	5
32	I do not let stressful situations or people affect me once I have left work	1	2	3	4	5
33	Delayed gratification is a virtue that I hold to	1	2	3	4	5
34	I can understand if I am being unreasonable	1	2	3	4	5
35	I like to ask questions to find out what it is important to people	1	2	3	4	5

36	I can tell if someone has upset or annoyed me	1	2	3	4	5
37	I rarely worry about work or life in general	1	2	3	4	5
38	I believe in 'Action this Day'	1	2	3	4	5
39	I can understand why my actions sometimes offend others	1	2	3	4	5
40	I see working with difficult people as simply a challenge to win them over	1	2	3	4	5
41	I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5
42	I can suppress my emotions when I need to	1	2	3	4	5
43	I can always motivate myself even when I feel low	1	2	3	4	5
44	I can sometimes see things from others' point of view	1	2	3	4	5
45	I am good at reconciling differences with other people	1	2	3	4	5
46	I know what makes me happy	1	2	3	4	5
47	Others often do not know how I am feeling about things	1	2	3	4	5
48	Motivations has been the key to my success	1	2	3	4	5
49	Reasons for disagreements are always clear to	1	2	3	4	5
50	I generally build solid relationships with those I work with	1	2	3	4	5