THE EFFECT OF COVID 19 ON STUDENTS' EMOTIONAL INTELLIGENCE IN LANGUAGE LEARNING

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Abstract: *The purpose of this study is to determine the impact of the COVID 19 pandemic on students' emotional intelligence in language acquisition. This is an experimental study that employs a quantitative method. In this study, students in higher education are treated as a subset of the population. The sampling size is determined using a random sampling approach. This study's subjects are 36 students. The paired t test approach is used to assess the data. The study's findings indicate that sig (p) is substantial. It is less than 0.05. (it is 0.000). The distinction can be deemed true. Before COVID 19, the mean was 59.30; after COVID 19, the mean was 49.33. It suggests that pupils prior to the COVID 19 pandemic had higher emotional intelligence in language acquisition than students after the epidemic. It implies that teachers and members of educational society in higher education are expected to provide students with a suitable environment in order to provide students with consequential input as well as provide students with interface in an attempt to maintain the regularity of experiencing English; additionally, it is suggested that members of scholar society are expected to provide significant input for the students.*

Keywords: *Effect, COVID 19, Emotion, Intelligence, Learning*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui dampak pandemi COVID 19 terhadap kecerdasan emosional siswa dalam pemerolehan bahasa. Penelitian ini merupakan penelitian eksperimental yang menggunakan metode kuantitatif. Dalam studi ini, mahasiswa di pendidikan tinggi diperlakukan sebagai bagian dari populasi. Sampel ditentukan dengan menggunakan pendekatan random sampling. Subyek penelitian ini berjumlah 36 siswa. Pendekatan uji t berpasangan digunakan untuk menilai data. Temuan studi menunjukkan bahwa sig (p) adalah substansial. Ini kurang dari 0,05. (ini adalah 0,000). Perbedaan itu bisa dianggap benar. Sebelum COVID 19, rata-ratanya adalah 59,30; setelah COVID 19, rata-ratanya adalah 49,33. Ini menunjukkan bahwa siswa sebelum pandemi COVID 19 memiliki kecerdasan emosional yang lebih tinggi dalam penguasaan bahasa daripada siswa setelah epidemi. Ini menyiratkan bahwa guru dan anggota masyarakat pendidikan di pendidikan tinggi diharapkan untuk menyediakan lingkungan yang cocok bagi siswa untuk memberikan siswa dengan masukan konsekuensial serta menyediakan antarmuka siswa dalam upaya untuk menjaga keteraturan mengalami bahasa Inggris; Selain itu, disarankan agar para civitas akademika dapat memberikan masukan yang signifikan bagi para mahasiswa.*

Kata kunci: *Pengaruh, COVID 19, Emosi, Kecerdasan, Pembelajaran*

PENDAHULUAN

Currently, the COVID19 pandemic is largely harming schooling (Maharaj & Ramsaroop, 2022). To combat the pandemic, it employs both physical and human resources. As universities close, many higher education institutions have moved to distance learning to make up for lost time in continuing education programs. Some colleges are primarily placing resources or materials on their websites and making more items available, but not necessarily online classes. Others are requesting that academic societies buy ready-made online resources and propose online classes. Infrastructure and tool awareness appear to be driving the achievements and problems of providing learning.

Providing resources for work from home may now be accomplished via the use of many high-tech methods (Maharaj & Ramsaroop, 2022). In addition to infrastructure and connection, expertise with tools and processes by instructors and administrators is an important aspect in offering distant education. In anticipation of school closure, some higher education institutions, particularly in Madura, Indonesia, are currently rolling out training for teachers on providing classes online; however, some universities have opted to send students home through teaching as homework, promoting autonomous distance learning. In low-capacity and low-infrastructure contexts, several higher education institutions have employed their facilities and people to serve the greater community throughout the crisis.

The COVID 19 epidemic makes it hard for students in higher education to have a smooth academic year that is totally committed to education and test preparation, as well as design activities that impact the schedule consist of generous processes. Unplanned incidents related with COVID-19 compel management to lock institutions in order to preserve lives. In the current situation, the COVID-19 outbreak necessitates the government closing all campuses and encouraging all individuals to separate the increase of the wave. This closure means that higher education will only be available to students for a few days. This has been negatively impacted by the loss of contact hours, mostly because the conditions do not have a clear learn strategy for higher education to decrease the loss of contact hours. It makes the teachers and the students panicking and influence on their emotion (Di Pietro et al., 2020).

Online learning encourages innovative teaching methods rather than face-to-face teaching and learning. Online learning recommends and distributes resources in a variety of formats, including emails, slideshows, videos, PDFs, and word documents. It also holds live online classes, allows users to communicate with professors through message, and hosts chat discussions. Online learning may be thought of as a bridge that allows students to feel as though they are inside the classroom. Online learning in COVID 19 has a negative impact on students' English ability since there is little interaction between teachers and students. It also has an impact on their English exposure (Osman & keevy, 2021). During COVID 19 pandemic, students have problems with their emotional intelligence such as motivation, anxiety, etc.

Emotional intelligence has been identified as one of the top 15 in-demand abilities needed to flourish in 2022 and beyond. Emotional intelligence is defined as the ability to recognize our own feelings and those of others, to motivate ourselves, and to manage emotions effectively in ourselves and in our relationships (Ebrahimi et al., 2018). Emotional Intelligence is a multifaceted mix of talents, skills, and facilitators that influence behavior. A way

people communicate and comprehend themselves, comprehend and relate to others, react to everyday situations. Emotional intelligence involves the following abilities: emotion evaluation and expression: the capacity to exhibit and comprehend one's own and others' emotions others' vocal and nonverbal emotion manifestations, emotion regulation: the capacity to manage one's own and others' emotions, and use of Emotional intelligence: the capacity to use emotion to improve adaptability (Tevdovska, 2017). By promoting logical thinking, you may boost your creativity and motivation. According to the paradigm, emotionally intelligent individuals can recognize and utilize one's own and others' emotions.

Emotional intelligence will allow educators in the classroom to manage everyday pressures with patience, understanding, and ingenuity, as well as to negotiate interpersonal relationships with empathy. People prefer to come together and cooperate in the face of a crisis because they recognize that the risk is shared and they are concerned not only about themselves but also about others, which helps promote resilience in themselves and others. A high level of emotional intelligence improves adaptive control of painful emotions as well as the successful handling of daily stressors and obstacles (Zafari & Biria, 2014).

Many studies have been conducted on the effectiveness of social elements and psychological aspects of difference among learners. These measurements are many and diverse. Students must acknowledge the human agency and psychological components of learning in order to acquire a foreign language. Intelligence is a major component that influences the learning process (Maharaj & Ramsaroop, 2022).

Individual differences in attitudes toward second language (L2) acquisition, as well as motivation, have been proven to

impact second language accomplishment. In L2 research, attitudes include attitudes toward language learning, the language learning setting, the language learning experience, native speakers of the language or the target language community, international posture, international or intercultural speakers, and international citizenship. In other words, attitudes are multidimensional, and as a result, a variety of educational, social, psychological, cultural, cognitive, emotional, and behavioral factors may impact one's attitudes about the language. Successful language learners may be produced by positive attitudes and motivation (Serrat, 2017).

The concept of EI has sparked widespread attention in both the lay and scientific communities. Social and emotional abilities are linked to success in a variety of areas, including successful teaching, student learning, excellent relationships, and academic performance (Samanian & Roohani, 2018). It is difficult to learn a second or foreign language. Over the last three decades, there has been a growing interest in determining the nature of learning methods and identifying the strategies most typically utilized by various types of learners. Language learning techniques assist students in retrieving and storing information.

Emotional intelligence may contribute to the intellectual and emotional growth of language learners. Emotional intelligence is defined as the ability, aptitude, talent, or self-perceived competence to detect, appraise, and manage one's own, others', and groups' emotions (Maharaj & Ramsaroop, 2022). The hypothesis has received widespread acceptance in the literature and has found application in a variety of fields. People with a high level of emotional intelligence are keenly aware of their own feelings as well as

the emotions of others. They are kind, resilient, and upbeat. Individuals may become more productive and successful at what they do by growing their emotional intelligence, and they can also assist others become more productive and successful. Many aspects are recognized to minimize stress for individuals and hence organizations by moderating conflict, enhancing understanding and connections, and supporting stability, continuity, and harmony in the process and consequences of emotional intelligence development. Emotional intelligence is defined as the capacity to motivate oneself, as well as self-control, enthusiasm, and tenacity. In many situations, emotional intelligence may be more potent than intelligence (Samanian & Roohani, 2018).

Individuals differ in their personalities, desires, needs, and ways of expressing their emotions. Navigating this requires tact and cunning, especially if one wishes to succeed in life. This is where emotional intelligence theory comes in handy. In the broadest sense, five domains of emotional intelligence encompass both personal (self-awareness, self-regulation, and self-motivation) and social (social awareness and social skills). Students' attitudes toward learning an L2 are influenced by negative components such as anger, worry, wrath, concern, depression, insecurity, anxiousness, and boredom (Amiruddin & Jannah, 2022b). Emotions are critical to the students' well-being and success in learning; hence, it is considered that high levels of EI and its strong relationship with attitudes towards Foreign Language Learning (A-ELL) will aid in language acquisition success. Therefore, it is important to investigate the effect of COVID 19 on students' emotional intelligence in language learning.

METHOD

The research is quantitative. This study's data is in numbers, and it employs statistical analysis. This study employs an experimental design. This study will investigate the impact of COVID 19 on students' emotional intelligence in language acquisition. The test given to students in higher education is the interview test. The study's participants are students from Madura University's English Department. They have 36 pupils. They have been chosen as the subjects for this investigation. To prevent the researcher's subjectivity, simple random sampling is utilized as a sampling approach. The interviews are conducted to obtain data on the degree of English competence. As supporting data, observations and documents are employed. The interviews are used to gather information as well as to assess students' English proficiency levels, which include fluency, accuracy, accent, vocabulary, and grammatical constructions. The purpose of observation and documentation is to discover and record information about the actions of pupils. Since this study examines the same sample under different conditions, a paired t-test approach with a computer application SPSS for Windows is utilized to evaluate the data. This study used an independent t test; before to doing the t test, a normality test is performed. It investigates the responses of various subjects to various experimental manipulations.

RESULTS AND DISCUSSION

This study's data includes language learning statistics of students' emotional intelligence before to COVID 19 and students during COVID 19.

Before Covid 19

This study used interviews to collect data from students before to COVID 19

from the test. The participants in this study respond to the offered exam in English. According to the statistical descriptive findings, the mean is 59.30, the median is 56.50, and the standard deviation is 1.19.

The competitors' maximum score is 82.00, while their lowest score is 39.00. The percentage criteria of tests performed prior to COVID 19 are described in Table 1 and Graph 1.

Table 1. Percentage Criteria of test before COVID 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Capable of engaging in ordinary social interaction in a limited sort of employment.	10	27.8	27.8	27.8
	Capable of participating in conversation with correct grammar and vocabulary in formal and informal situations related to practical, social, and professional topics.	18	50.0	50.0	77.8
	Capable of using the target language fluently and accurately at all levels of professional settings	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

According to the percentage criterion output of the SPSS software, 10 (28%) pupils are ranked 2 (two) in English language competence level. It indicates that the pupils are able to meet up with the public exchange in an imperfect form of occupation. 18 (50%) pupils have a level of English proficiency of 3 (three). It confirms that they can join discussion with the precision of linguistics forms and vocabulary in official and unceremonious situations paired with practical, unrestricted, and professional regions, and 8 (22%) pupils are at level 4 (four) of English language competence. It asserts that students in higher education can operate English confidently and accurately in all levels of professional situations.

During Covid 19

The data of students is derived from a test administered to study participants before to COVID 19 and during COVID 19. Participants in this study provide responses in the target language. According to the statistical descriptive findings, the mean is 49.33, the median is 48.50, and the standard deviation is 9.56. The contestants' highest score is 77.00, while their lowest score is 34.00. The percentage criteria of students' tests during COVID 19 are described in Table 2.

Table 2. Percentage Criteria of test During COVID 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Capable of engaging in ordinary social discourse in a specific sort of employment.	25	69.4	69.4	69.4
	Capable of participating in conversation with correct grammar and vocabulary in formal and informal situations related to practical, social, and professional topics.	10	27.8	27.8	97.2
	Capable of using the target language fluently and accurately at all levels of professional settings	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Table 2 confirms the SPSS software output of % test criteria during COVID 19 and during COVID 19. It is said that 25 (69%) of the students are at level 2 (two) of English language competence. It demonstrates that students may participate in everyday English discourse while working in a vocation. 10 (28%) pupils have a level of English language competency of 3 (three). It implies that they can converse in English with the correctness of language norms and vocabularies in formal and informal settings, as well as in practical, public, and professional settings, and 1 (3%) student is at level 4 (four) of English language competence. It states that students can use English effortlessly and accurately in all levels of professional situations; they can put grammar in its place without interfering with communication. It happens to students with high emotional intelligence.

The normality test is used to determine if the data has a normal distribution. It indicates that the sample distribution is normal if the test is non-significant (P >.05), while it indicates that the sample distribution is non-normal if the test is significant (P.05). The results of this study's normalcy test are shown in Table 3.

Table 3. The Results of Normality Test

		Before COVID 19	During COVID 19
N		36	36
Normal Parameters[a]	Mean	59.3056	49.3333
	Std. Deviation	1.19039E1	9.56780
Most Extreme Differences	Absolute	.132	.138
	Positive	.132	.138
	Negative	-.081	-.062
Kolmogorov-Smirnov Z		.794	.828
Asymp. Sig. (2-tailed)		.554	.500

This study's two groups show a favorable and substantial difference in English language acquisition. Table 4 displays the results of the hypothesis's t-test.

Table 4. Dependent Samples Test

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Before COVID 19 - During COVID 19	9.97222	9.82849	1.63808	6.64674	13.29770	6.088	35	.000

Table 4 indicates that sig. (p) is significant; hence, it can be inferred that students in higher education who had no online learning prior to COVID 19 had greater English proficiency levels than those who had online learning during COVID 19. Furthermore, the rise in mean score between pre-test and post-test indicates that COVID 19 has an influence on students' emotion intelligence in language learning. The difference in mean between two groups is seen in Table 4. The increase in averages between before COVID 19 and after COVID 19 is 9.97. As a result, the distinction can be accepted.

Table 5. Group Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before COVID 19	59.3056	36	11.90395	1.98399
	During COVID 19	49.3333	36	9.56780	1.59463

The goal of this study is to look out how the COVID 19 affects on the students' emotional intelligence in language learning. Prior to COVID 19, the students' best score was 82.00, and their lowest score was 39.00. The mean is 59.30, the median is 56.50, and the standard deviation is 1.19. 10 (28%) pupils are able to meet up with the public exchange in an imperfect type of profession. 18 (50%) students are able to join talk with the accuracy of linguistics forms and vocabularies in official and unceremonious situations coupled with practical, unrestricted, and professional areas, and 8 (22%) students in higher education are able to operate English self-confidently and correctly in all levels of professional situation.

However, at COVID, they received the maximum score of 19 77.00. Their lowest possible score is 34.00. The mean is 49.33, the median is 48.50, and the standard deviation is 9.56. Throughout COVID 19, 25 (69%) students are able to participate in regular English discussion in the kind of occupation. 10 (28%) students can talk in English with the correctness of language rules and vocabularies in official and relaxed situations, as well as practical, public, and professional areas, and 1 (3%) students can use English smoothly and accurately in all levels of professional situations; they can put grammar in its place without messing up communication.

Students who are experimenting with online learning during COVID 19 frequently have technical issues with networks, as well as psychological well-being and motivating challenges. For some, they dropped out of class entirely. COVID 19 impacted a large number of pupils, causing them, their families, and instructors to be distrustful (Amiruddin et al., 2021). They have had diverse experiences throughout the COVID-19 epidemic and, as a result, have a wide range of educational and schooling demands, not to mention physical and mental health needs. They have issues with WIFI, hotspots, the distant learning as well as their emotion. It influences on the students' emotional intelligence in language learning.

Emotional intelligence has a substantial impact on learning the second or

foreign language (Amiruddin, n.d.). Academic performance is highly linked to numerous aspects of emotional intelligence (i.e., intrapersonal, stress management, and general mood competencies) (Ebrahimi et al., 2018). There is a rising interest in including the function of emotions as a new source of student individual differences. Teachers and students can improve academic performance while reducing anxiety and bad sentiments during the learning process (Tevdovska, 2017) and (Amiruddin & Jannah, 2022a). The relationship between emotional intelligence and total language learning approach is considerable and good.

The data revealed that more emotionally intelligent pupils employed language learning techniques more frequently. Empirical evidence from the literature supports a favorable association between EQ and academic achievement, second language performance, language acquisition method utilization, and memory, cognitive, and compensation techniques (Nawas, 2020). It is possible to conclude that EQ has a good relationship with language learning methodologies.

Unlike general intelligence (IQ), emotional intelligence may be encouraged, acquired, and grown (Sabah Salman Sabbah, 2018) and (Cycle, 2020). Emotional intelligence, like any other talent, can be honed. Many current theories have demonstrated that language policymakers and curriculum creators should give chances for the students to learn and enhance their language skills (Zheng & Cheng, 2018). Major educational institutions should make significant investments in enhancing these talents (Aydin et al., 2020). Because students learn more effectively when they enjoy what they are learning, teachers can use a variety of techniques to help students improve their emotional intelligence in the language classroom while they are learning a foreign language, such as ESL games, simulation, and other enjoyable activities (Demir & Zaimoglu, 2021).

A frequently asked subject is whether people are born with high EQ or whether it can be learnt. True, some people are more endowed than others, but the good news is that emotional intelligence abilities can be developed. This must be the case because emotional intelligence has been demonstrated to improve with age (Mojerloo, 2018). However, in order for this to happen, people must be personally motivated, practice what they learn extensively, receive feedback, and reinforce their new abilities (Amiruddin & Jannah, 2022a).

Students can manage and regulate their emotions, and their attitudes toward learning an L2 are less impacted by negative elements such as frustration, anxiety, wrath, concern, melancholy, insecurity, nervousness, and boredom (Maharaj & Ramsaroop, 2022). Emotions are vitally essential for people's well-being and success in life; consequently, it is believed that high levels of EI and their significant link with Attitudes towards Foreign Language Learning (A-ELL) will help to language attainment success (Pourtoussi et al., 2018).

CONCLUSION

Based on the research results and explanation, it can be inferred that sig. (p) is significant; hence, the difference between them regarded true, there is a substantial difference in the students' emotional intelligence in language acquisition before and during COVID 19. COVID 19 pandemic has an impact on the students' emotional intelligence in language learning success. Learning before a pandemic is more successful than learning during COVID 19. The difference in averages between learning without and with internet is 9.97. It indicates that professors and members of the educational society should provide students with a suitable and relaxing setting, as well as provide students with valuable input and offer students with interaction to increase the frequency of experience; furthermore, it is suggested that members of intellectual society be receptive to presenting significant input for the students.

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