

**EMOTIONAL INTELLIGENCE, LEARNING MOTIVATION, AND PROCEDURE
TEXT WRITING ABILITY: A CORRELATIONAL STUDY AT MTS NEGERI 3
SOUTH BOLAANG MONGONDOW**

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ABSTRACT

This study aimed to examine the relationship between emotional intelligence, motivation to learn English, and students' ability to write procedural texts among ninth-grade students at MTs Negeri 3 Bolaang Mongondow Selatan. The study employed a quantitative correlational design involving 75 students selected through total sampling. Data were collected using emotional intelligence and learning motivation questionnaires, as well as a procedural text writing test, and were analyzed using correlation and regression techniques. The results indicated a positive and significant relationship between emotional intelligence and students' learning motivation, with self-motivation showing a strong positive correlation ($r = 0.673$, $p < 0.05$). In addition, both emotional intelligence and learning motivation were positively and significantly correlated with students' procedural text writing ability. Regression analysis further revealed that emotional intelligence and learning motivation jointly contributed significantly to students' writing performance. These findings suggest that affective factors play an important role in supporting students' engagement and success in English writing, particularly in procedural text production. Therefore, integrating emotional intelligence development and motivational support into English instruction is essential to enhance students' writing skills and overall learning outcomes.

Keywords: Emotional Intelligence, Learning Motivation, Procedure Text

INTRODUCTION

Education plays an important role today. Being educated means honing oneself to become more knowledgeable, experienced, and overcoming fears within oneself to explore the world. Thus, education is an institution that serves to pass on and develop knowledge, skills, and expertise for future generations. The goal of education is to shape basic intellectual and emotional abilities related to the environment and fellow human beings (Amanda et al., 2024). One important factor that influences student learning success is motivation. Motivation is understood as the drive that makes students want to engage in learning activities, whether it comes from within themselves (intrinsic) or from their

surroundings (extrinsic). When students are highly motivated, they tend to be more persistent, enthusiastic, and able to face various challenges in the learning process. Conversely, low motivation can cause students to give up easily, lose interest, and fail to achieve optimal learning outcomes (Suryapermana & Mariah, 2020).

Based on observations and interviews conducted at MTs Negeri 3 Bolaang Mongondow Selatan, Tolutu Village, Tomini District, it was found that some ninth-grade students have low motivation to learn English. The Guidance Counselor (BK) said that there are students who often leave the classroom during the learning process, are not serious about following lessons, especially English lessons, and do not show responsibility for their assignments. The results of initial interviews and observations of 10 ninth-grade students also strengthen this condition: they admit to often feeling bored because they spend too much time in class, especially during English lessons. After all, the English writing material is too monotonous and lacks variety. As a result, students are reluctant to do their assignments, lack focus when listening to the teacher, and are reluctant to ask questions when they do not understand the material. This point was also strengthened by a statement from (Sari, n.d.), this is mainly caused by limited grammatical and lexical knowledge, as well as students' difficulty in remembering English words, which leads them to predominantly use Indonesian.

Based on the problems identified by the researcher, the problem statement and objectives of this study are to examine whether there is a relationship between emotional intelligence and learning motivation in English writing skills in writing procedural texts. Below are several literature reviews related to this study.

a. Definition of Emotional Intelligence

The term intelligence comes from the Latin word *intelligere*, which means to connect or integrate various elements. Intelligence can be understood as an individual's ability to respond quickly and appropriately, both physically and mentally, to new information or knowledge, so that experience and knowledge can be used effectively in dealing with new situations, events, or challenges. In English, intelligence is referred to as intelligence, while in Arabic it is known as *az-zaka'*, which refers to the meaning of interpretation, skill, and comprehensive understanding of something.

In addition, intelligence can be defined as an individual's capacity that reflects their overall mental development, especially in terms of thinking skills and mental acuity. On the other hand, emotional intelligence, according to Goleman, refers to a person's ability to manage and control their own emotions, motivate themselves, and establish and maintain positive

social relationships with others (Goleman, 2007). The concept of emotional intelligence stated by Daniel Goleman was published in his work entitled *Emotional Intelligence*. “*Emotional intelligence: abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one’s moods and keep distress from swamping the ability to think, to empathize and to hope*”.

Therefore, from this perspective, we know that emotional intelligence consists of various skills such as the ability to motivate oneself and persevere in the face of disappointment, paying attention to one's desires and not overdoing it, improving mood, and monitoring clear thinking, empathy, and prayer. According to Daniel Goleman's concept, personal intelligence and social intelligence are emphasized more. Goleman's view is similar to the two types of intelligence included in the category of multiple intelligences, which is interpersonal intelligence and intrapersonal intelligence, Nasution et.al (2023).

b. Emotional Intelligence Aspects

Goleman describes Emotional Intelligence in five main aspects, as follows:

Identify Your Emotions: The ability to identify your emotions refers to an individual's ability to recognize and understand the feelings that arise when those feelings are experienced. This ability is the main foundation of emotional intelligence. In psychological studies, self-awareness of emotions is often referred to as metamood, which is a condition where a person has reflective awareness of their own emotional state.

Self-Motivation: Achieving success requires internal motivation within individuals, which is reflected in their diligence in order to delay immediate gratification, their ability to control their impulses, and the presence of positive psychological drives such as enthusiasm, passion, optimism, and self-confidence.

Recognizing Other People's Emotions: The ability to understand other people's emotions is known as empathy. According to Goleman, empathy is reflected in a person's concern for others and their ability to recognize the emotional state of others.

Building Relationships: The ability to build relationships is a social skill that plays an important role in supporting popularity, leadership, and individual success in interacting with others. Effective communication skills are the main foundation for building and maintaining positive social relationships.

c. Learning Motivation

According to Maharani, Sumantri, & Fitrah (2024), learning motivation can be defined as a combination of internal and external factors that influence students' interest and effort in

the learning process. Internal factors include the drive to achieve personal goals, curiosity, and the satisfaction felt when learning. Meanwhile, external factors include things such as rewards, appreciation from parents or teachers, and a conducive learning atmosphere and environment. Therefore, learning motivation is an important concept in education that plays a role in determining the level of student engagement in learning activities and their academic achievement.

d. Relationship Between EI, Motivation, and Writing

Several researchers have examined the relationship between emotional intelligence and writing achievement. However, the findings remain inconclusive and show some inconsistencies. For example, (Bagheri, Ghasemi, 2013), in their study entitled “Emotional Intelligence and Writing Performance” reported that there was no significant relationship between emotional intelligence and writing ability, and that none of the components of emotional intelligence were correlated with writing performance. In addition, (Donisi et al. 2022) found that American high school students who obtained higher emotional intelligence scores demonstrated better writing skills than those with lower levels of emotional intelligence. Moreover, students with higher emotional intelligence have been reported to experience greater psychological well-being and lower levels of anxiety, depression, and physical complaints (Alavinia et al., 2012; Halimi et al., 2021; Linares et al., 2018).

e. Characteristic of Procedural Text in English

The characteristics of procedural texts in English include the use of the simple present tense, imperative sentences such as mix, cut, and boil, the use of action verbs, sequence adverbs (e.g., first, next, then, finally), and adverbials that indicate time or manner. All of these elements function to provide clear, coherent, and systematic instructions so that readers can follow the steps in performing an activity.

Structurally, procedural texts have several main components. First, there is a goal or aim that explains the purpose of the activity to be carried out and is usually written in the form of a title. Second, there is a list of materials and tools needed, although this part is optional. Third, the steps are arranged in sequence, either in numbered or bullet point form, so that they are easy for readers to follow.

In terms of language, procedural texts use the simple present tense with the base form of the verb (V1), for example, *You boil the water*. The sentences used are generally imperative, such as *Wash the vegetables* or *Turn on the lamp*. In addition, this text makes extensive use of action verbs that indicate activities, such as mix, cut, stir, *pour*, *add*, and

boil. To indicate the sequence of steps, sequence connectors such as *first*, *next*, *then*, *after that*, and *finally* are used. This text also uses adverbials to provide information on *how* or *when*, *for example*, *slowly*, *carefully*, or *for two minutes*. Overall, the language used is simple, concise, and clear so that the instructions are easy to understand.

Based on the literature review above, the author states that understanding the relationship between emotional intelligence and writing ability may contribute to enhancing the writing performance of Ethiopian high school students.

This phenomenon demonstrates that some students continue to exhibit low motivation to learn English, particularly in writing. These students often lack initiative, display low confidence in writing tasks, and struggle to maintain focus during lessons. The situation suggests the presence of internal barriers beyond cognitive abilities, specifically affective factors related to emotional regulation. This context highlights a research gap, as few studies have examined the relationship between emotional intelligence and motivation to learn English at the junior high school level, particularly regarding writing skills and the unique challenges faced by rural schools such as MTs Negeri 3 Bolaang Mongondow Selatan, which differ from those in urban settings.

Moreover, the low level of learning motivation seen in ninth-grade students indicates the need for special attention, especially from a psychological perspective. At this stage, students are in the process of searching for their identity. Emotionally, they are still unstable, easily influenced by their peers, and tend to try out various roles, whether at school, within the family, or in their social environment. In the development of modern education, emotional intelligence has been recognized as an important aspect that affects the quality of learning. The ability of students to recognize, understand, and control their emotions are believed to increase interest, perseverance, and motivation in learning, especially in subjects that require creativity and concentration, such as English. Hence, the phenomenon of low learning motivation and writing difficulties experienced by students indicates the need for an in-depth study of the relationship between emotional intelligence and motivation to learn English.

RESEARCH METHOD

This study used quantitative methods. (Sugiyono, 2021) stated that the quantitative approach is a research approach that uses data in the form of numbers and analysis using statistics. The research design used was correlational. In this study, the independent variable is emotional intelligence (X), while the dependent variable is learning motivation

(Y) in ninth-grade students at MTs Negeri 3 Bolaang Mongondow Selatan.

The sample size in this study was 75 students. This study used a total sampling technique. The technique is categorized as non-probability sampling, which is a method of selecting samples by involving all members of the population who meet the research criteria to be used as samples as a whole.

Data collection in this study was conducted on a Likert scale with four response options, consisting of positive (favorable) and negative (unfavorable) statements. These scales were used to measure the attitudes, views, and perceptions of the respondents. The instrument used to measure emotional intelligence was adapted from (Juliana, Rozali, 2017).

The scale was developed based on Goleman's aspects of emotional intelligence, namely self-awareness, self-control, internal motivation, empathy, and the ability to establish effective social relationships. Meanwhile, the measurement tool for the Learning Motivation variable was taken from (Hidayatullailly, 2019) research. Then, this scale was compiled based on Sardiman's learning motivation indicators, which include perseverance in completing tasks, resilience in facing obstacles, interest in learning, a tendency to work independently, susceptibility to boredom with routines, the ability to maintain opinions, resistance to changing beliefs, and enjoyment in discovering and solving problems. The English text used by the researcher is Procedure Text. Furthermore, the analysis stage was carried out through several tests: normality tests, linearity tests, and correlation tests to determine the relationship between emotional intelligence and learning motivation.

FINDINGS AND DISCUSSION

Findings

This study involved 75 ninth-grade students from MTs Negeri 3 Bolaang Mongondow Selatan as respondents. Data collection was conducted with two instruments, the emotional intelligence scale and the English learning motivation scale. The scores of both variables were presented in the form of interval data converted from a four-point Likert scale. The analysis was conducted on 75 student respondents whose data were all declared valid and no data were missing.

In addition, this section presents research findings based on data analysis obtained through emotional intelligence questionnaires, English learning motivation questionnaires, and procedure text writing ability tests of students at MTs Negeri 3 Bolaang Mongondow Selatan. The presentation of results was compiled objectively and sequentially in

accordance with the research objectives and hypotheses without interpretation.

a) Statistical Description of Research Variables

The results of the emotional intelligence variable had a lowest score of 72, a highest score of 118, and an average of 92.40. This indicates that, in general, the students' emotional intelligence levels fell within the moderate to high category. The learning motivation variable had a lowest score of 70, a highest score of 115, and an average of 89.75. This means that most of the students had moderate to high learning motivation.

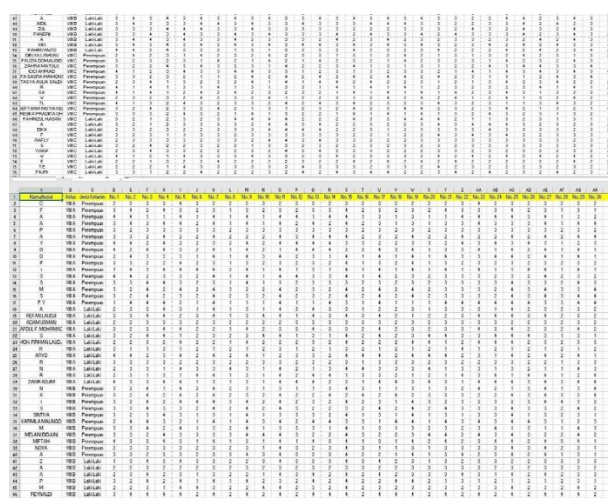
Table 1. Descriptive Statistics of Research Variables

Variable	N	Minimum	maximum	mean	Std. Deviation
Emotional Intelligence	75	72	118	92,40	10,25
Learning Motivation	75	70	115	89,75	9,80

Source: Author's Results

The results of the descriptive analysis indicate that the emotional intelligence variable has an average value of 53.3%, which falls within the moderate category. Additionally, 26.7% of the values fall within the high category, and 20.0% fall within the low category. This shows that there is variation in the level of emotional intelligence among students. Meanwhile, the English learning motivation variable has an average value of 50.7%, indicating that student learning motivation is in the moderate category. Meanwhile, 25.3% are in the high category, and 24.0% are in the low category. These findings indicate that, in general, student learning motivation is in the moderate category.

Figure 2. Answer Distribution Emotional Intelligence



Source: Distribution of Emotional Intelligence' answers

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BU	BV	BW	BX	BY	BZ	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CT	CU	CV	CW	CX	CY	CZ	DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ	DK	DL	DM	DN	DO	DP	DQ	DR	DS	DT	DU	DV	DW	DX	DY	DZ	EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ	EK	EL	EM	EN	EO	EP	EQ	ER	ES	ET	EU	EV	EW	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM	FN	FO	FP	FQ	FR	FS	FT	FU	FV	FW	FX	FY	FZ	GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ	GK	GL	GM	GN	GO	GP	GQ	GR	GS	GT	GU	GV	GW	GX	GY	GZ	HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ	HK	HL	HM	HN	HO	HP	HQ	HR	HS	HT	HU	HV	HW	HX	HY	HZ	IA	IB	IC	ID	IE	IF	IG	IH	II	IJ	IK	IL	IM	IN	IO	IP	IQ	IR	IS	IT	IU	IV	IW	IX	IY	IZ	JA	JB	JC	JD	JE	JF	JG	JH	JI	IJ	JK	JL	JM	JN	JO	JP	JQ	JR	JS	JT	JU	JV	JW	JX	JY	JZ	KA	KB	KC	KD	KE	KF	KG	KH	KI	KJ	KK	KL	KM	KN	KO	KP	KQ	KR	KS	KT	KU	KV	KW	KX	KY	KZ	LA	LB	LC	LD	LE	LF	LG	LH	LI	LJ	LK	LM	LN	LO	LP	LQ	LR	LS	LT	LU	LV	LW	LX	LY	LZ	MA	MB	MC	MD	ME	MF	MG	MH	MI	MJ	MK	ML	MM	MN	MO	MP	MQ	MR	MS	MT	MU	MV	MW	MX	MY	MZ	NA	NB	NC	ND	NE	NF	NG	NH	NI	NJ	NK	NL	NM	NN	NO	NP	NQ	NR	NS	NT	NU	NV	NW	NX	NY	NZ	OA	OB	OC	OD	OE	OF	OG	OH	OI	OJ	OK	OL	OM	ON	OO	OP	OQ	OR	OS	OT	OU	OV	OW	OX	OY	OZ	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ	PK	PL	PM	PN	PO	PP	PQ	PR	PS	PT	PU	PV	PW	PX	PY	PZ	QA	QB	QC	QD	QE	QF	QG	QH	QI	QJ	QK	QL	QM	QN	QO	QP	QQ	QR	QS	QT	QU	QV	QW	QX	QY	QZ	RA	RB	RC	RD	RE	RF	RG	RH	RI	RJ	RK	RL	RM	RN	RO	RP	RQ	RR	RS	RT	RU	RV	RW	RX	RY	RZ	SA	SB	SC	SD	SE	SF	SG	SH	SI	SJ	SK	SL	SM	SN	SO	SP	SQ	SR	SS	ST	SU	SV	SW	SX	SY	SZ	TA	TB	TC	TD	TE	TF	TG	TH	TI	TJ	TK	TL	TM	TN	TO	TP	TQ	TR	TS	TT	TU	TV	TW	TX	TY	TZ	UA	UB	UC	UD	UE	UF	UG	UH	UI	UJ	UK	UL	UM	UN	UO	UP	UQ	UR	US	UT	UU	UV	UW	UX	UY	UZ	VA	VB	VC	VD	VE	VF	VG	VH	VI	VJ	VK	VL	VM	VN	VO	VP	VQ	VR	VS	VT	VU	VV	VW	VX	VY	VZ	WA	WB	WC	WD	WE	WF	WG	WH	WI	WJ	WK	WL	WM	WN	WO	WP	WQ	WR	WS	WT	WU	WV	WW	WX	WY	WZ	XA	XB	XC	XD	XE	XF	XG	XH	XI	XJ	XK	XL	XM	XN	XO	XP	XQ	XR	XS	XT	XU	XV	XW	XX	XY	XZ	YA	YB	YC	YD	YE	YF	YG	YH	YI	YJ	YK	YL	YM	YN	YO	YP	YQ	YR	YS	YT	YU	YV	YW	YX	YY	YZ	ZA	ZB	ZC</
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Source: Distribution of Learning Motivation's answers

The results of normality tests using Kolmogorov–Smirnov and Shapiro–Wilk indicate that emotional intelligence and learning motivation data are not completely normally distributed. However, based on histogram graphs, normal Q-Q plots, and scatter plots, the data show a linear distribution pattern and do not form extreme deviations. Therefore, the analysis of the relationship between variables can still be continued.

Based on the relationship analysis, the data distribution on the scatter plot shows a positive relationship between emotional intelligence and learning motivation with the ability to write procedural texts. This indicates that an increase in emotional intelligence and learning motivation is followed by an increase in students' writing skills. Thus, the research hypothesis stating that there is a relationship between emotional intelligence and English learning motivation, with the ability to write procedural texts, can be accepted.

Based on the results of the procedure text writing test, students' writing skills were generally in the adequate category. Correlation analysis showed a positive and significant relationship between emotional intelligence and procedural text writing skills. In addition, the analysis also showed a positive and significant relationship between motivation to learn

English and procedural text writing skills. Furthermore, the regression test results show that emotional intelligence and learning motivation simultaneously contribute significantly to improving students' procedural text writing skills. Thus, the research hypothesis stating that there is a relationship between emotional intelligence and motivation to learn English and procedural text writing skills can be accepted.

Discussion

a) The Relationship between Emotional Intelligence and Students' Motivation to Learn English in Procedure Texts

The results of this study indicate that emotional intelligence has a significant relationship with students' ability to write procedural texts. These findings suggest that students who can manage their emotions well tend to be more focused, confident, and able to organize their ideas systematically in writing. The ability to control emotions also helps students reduce anxiety when facing writing tasks, making the process of expressing ideas more effective.

This was proven by the results of the correlation analysis, which showed that self-motivation had a positive, strong, and significant relationship with student learning motivation ($r = 0.673$; $p < 0.05$). The correlation value is the highest compared to other aspects of emotional intelligence, so it can be concluded that self-motivation is the most dominant aspect in increasing student learning motivation. According to Goleman (2022), self-motivation is the ability to encourage oneself to achieve goals, persevere in the face of obstacles, and direct emotional energy in a positive direction.

In addition, motivation to learn English has been proven to have a positive relationship with the ability to write procedural texts. Procedural texts make it easier for students to create, use, or do something in a systematic manner, starting from the goal, materials, to the steps. The procedural text material provided by the researcher to the students was How to Make Orange Juice and How to Make Bhinte Biluhuta (a typical food from Gorontalo). As a result, students were quite motivated to learn and showed greater perseverance, interest, and effort in understanding text structure and the appropriate use of vocabulary. These findings are in line with learning motivation theory, which states that motivation plays an important role in increasing student engagement and the quality of learning outcomes, especially in productive skills such as writing. Therefore, procedure texts are very important for improving students' writing skills because they can train logical and systematic thinking. To teach writing structure clearly, as well as to accustom students to giving detailed and understandable instructions, such as in recipes and guides. So that it

builds the skill of conveying ideas effectively and systematically in everyday life.

Simultaneously, emotional intelligence and learning motivation contribute significantly to the ability to write procedural texts. These findings confirm that the success of writing skills is not only determined by mastery of linguistic aspects, but is also influenced by students' affective factors. The results of this study strengthen the previous research findings, which state that emotional and motivational factors are important predictors in English writing skills, while filling a research gap with a specific focus on procedure texts at the madrasah tsanawiyah level. This was strengthened with the study from Kusdina (2021) stated that Emotional intelligence is a significant factor influencing students' academic success and also plays a vital role in the professional workplace. In line with the present study, students tend to show higher motivation when they are able to manage and utilize their emotions effectively.

Therefore, procedure texts are an effective solution for improving students' writing and speaking skills. This research focuses on improving students' writing skills because at the junior high school level, students are in a transitional phase of cognitive development that requires the use of concrete, structured texts that are relevant to their daily activities. In this case, procedure text is considered an effective text genre to be applied in writing instruction. Moreover, procedure text contributes to strengthening the mastery of language features, such as the use of imperative sentences, action verbs, simple present tense, and sequencing words (first, then, next, finally). The consistent use of these linguistic elements provides opportunities for students to apply grammatical rules in context. As a result, the writing learning process becomes more meaningful because students not only understand the rules conceptually but also implement them directly in their writing. The achievement of this research objective will help motivate students to learn English in the Procedure text and other English language materials.

The implications of this study indicate that teachers need to integrate learning strategies that support the development of students' emotional intelligence and learning motivation in writing instruction. Thus, improvements in procedural text writing skills can be achieved more optimally and sustainably.

CONCLUSION

This study concludes that emotional intelligence has a positive and significant relationship with students' motivation to learn English, particularly in the ability to write procedural texts. The better students are at managing their emotions, the higher their

motivation to improve their writing skills. These findings have important pedagogical implications, especially for English teachers and school administrators, as they suggest that integrating emotional intelligence development into classroom practices and school programs can improve student motivation and learning outcomes. For example, teachers can incorporate activities that develop self-awareness, emotion regulation, empathy, and reflective learning, while schools can provide a supportive environment and counseling guidance that promotes students' emotional growth and motivation.

However, this study has several limitations. First, the sample size is relatively small and was taken from a specific educational context, which may limit the generalizability of the findings. Second, the study relied on self-reported questionnaire data, which may be subject to response bias and may not fully reflect students' actual emotional competence or writing performance. Third, the use of a correlational design does not allow for strong causal conclusions about the impact of emotional intelligence on motivation and writing skills. Therefore, future research should involve larger and more diverse samples from different schools and regions, include additional variables such as learning strategies, teacher support, or classroom climate, and use a mixed approach combining quantitative surveys with qualitative interviews or classroom observations. Further studies should also include direct and objective assessments of students' writing performance and apply experimental or quasi-experimental designs to test the causal impact of emotional intelligence training on students' motivation and English learning achievement.

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