

THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS

Hermawati
Universitas Musi Rawas
Hermawatilinggau123@gmail.com

Abstract

Theory of emotional intelligence has been proven to contribute to the teaching and learning process, and increase students' achievement. This research was aimed to investigate whether or not there was correlation between emotional intelligence and reading comprehension achievement of the eleventh grade students of SMAN 2 Kota Lubuklinggau. Two hundred and ninety four students participated in this research. Emotional intelligence questionnaire and reading comprehension test were used as the instruments. Analyses by Pearson Product-Moment Correlation revealed that there was a significant correlation between emotional intelligence and reading comprehension achievement with r -obtained (.155) and p (.008). Among the four aspects of emotional intelligence, only emotional management correlated significantly with reading comprehension achievement. Furthermore, regression analyses showed that emotional management had 2.5% contribution in predicting students' reading comprehension.

Keywords: emotional intelligence, reading motivation, reading comprehension achievement

1. BACKGROUND

Curriculum 2013 states that reading is the first priority for students to learn. Reading is the foundation for all academic learning in which the students can get the information that can be applied in the next steps of learning process. It is also supported by de Debat (2006) who asserts that reading is a crucial skill for students of English as a foreign language (EFL) or a second language (ESL).

Moreover, some facts reveal that reading ability of Indonesian students is still low. That indirectly indicates that Indonesian students have problems in reading. PISA

2012 database shows that Indonesia students' score is below the OECD average and on the 60th of 65 countries¹. Statistic of Indonesia Database shows that the illiterate percentages ranks of South Sumatera youth and adults are on the 16th from 33 provinces in Indonesia and on the 7th out of 10 provinces in Sumatera.

Solso (1991) defines the definition of reading is an activity or recalling meaning built up through the reader's past experience from the recognition of the printed or written symbols which involves the careful coordination of a number of perceptual cognitive stages. Meanwhile, Brown (1999) states that the management of core emotions control efficient mental and cognitive processing. Yahaya, Ee, Yahaya, Boon, Hashim, and Lee state that the level of emotional intelligence contributes to and enhances the cognitive abilities in student. Goleman (1995) describes emotional intelligence as 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. Thus, since in reading the students involve the perceptual cognitive stages which are influenced by the emotional intelligence that guide one's thinking and actions. It can be concluded that indirectly the emotional intelligence will influence the students' reading comprehension achievement.

Moafian and Ghanizadeh (2009) demonstrate that emotional intelligence plays a positive role in teaching effectiveness. In a similar vein, Fahim and Pishghadam (2007) found a significantly positive correlation between university students' academic achievement and several components of EI (intrapersonal, stress management, and general mood competencies).

Furthermore, there are some investigations carried out in the EFL context to which determine if and how EQ and language achievement are related. They found that emotional intelligence gives a positive significant relationship on students' achievement. Bryant (2007) reveals that there is a strong relationship between emotional intelligence and reading comprehension in high-school students with

learning disabilities. Students with learning disabilities encounter rejection or neglect by their peers (friends or environment). This neglect and rejection contributes to poor or low self-perception. Unfortunately, these students also encounter higher levels of emotional distress related to their difficulties, which leads to higher levels of emotional concerns, such as depression, anxiety, loneliness, and low self-esteem, than their peers without disabilities. The experiences of emotional distress, such as anxiety, fear, anger, or depression, decrease a child's ability to attend, learn, or concentrate. As a result of these difficult feelings of frustration, failure, and inferiority, the deficits are intensified. These negative emotions can disrupt the thinking and learning process. On the contrary, positive emotions can enhance the learning process.

However, there has not been any study on students' emotional intelligence and reading comprehension achievement. To answer this call, this study will make an attempt to investigate the correlation between students' emotional intelligence and students' reading motivation on reading comprehension achievement.

In accordance with the problems above, the objectives of this study are: (1) to find out if there is a significant correlation between emotional intelligence of the SMAN 2 Kota Lubuklinggau students and their reading comprehension achievement, (2) to find out if there is a significant correlation between reading motivation of the SMAN 2 Kota Lubuklinggau students and their reading comprehension achievement, and (3) to find out whether or not there is significant contribution of emotional intelligence of the SMAN 2 Kota Lubuklinggau students and their reading motivation on their reading comprehension achievement.

2. RESEARCH METHOD

This is research, the researcher used a correlational study to find out the relationships among the emotional intelligence, reading motivation and reading achievement of the eleventh grade students at SMAN 2 Lubuklinggau. Correlational research involves collecting data in order to determine whether, and to what degree, a relationship

exists between two or more quantifiable variables (Fraekel & Wallen,1991).There were 294 students of the eleventh grade of SMAN 2 Kota Lubuklinggau as sample. In this study, three instruments were used. There was questionnaire for emotional intelligence and reading comprehension achievement of the students was assessed by reading comprehension test.

3. FINDING AND DISCUSSION

Statistical Analysis

A. Normality Test of Variance

Normality test and linearity test were conducted prior to data analysis through SPSS. Kolmogorov-Smirnov formula was applied to see the normality. The results of KSZ in 1,297 and Asymp. Sig. in 0.069 is more than 0.05 indicated that the data were normal (see appendix I).

For linearity test, deviation of linearity was obtained. If probability score was more than .05, the two or more variables were linear. It was revealed that, the deviation from linearity between emotional intelligences and reading comprehension achievement was .084. Then the deviation from linearity between reading motivation and reading comprehension achievement was .120. To sum up, all the data were linear for each correlation (see Test of Linearity on Appendix II).

After all of the data were found normal and linear, the analysis was done. The statistical analysis was continued. The correlation and influence among variables were analyzed.

Correlation between Students' Emotional Intelligence and Reading Comprehension

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the correlation coefficient or the r-obtained of Emotional intelligent (.155) was higher than the r-table (.097). Then p (.008) was lower than .05 (see Appendix III). It means that H0 was rejected and H1 was accepted. In other words, there was correlation between the students' emotional intelligence and their reading comprehension.

In addition, since there was correlation between the emotional intelligences (total) and reading comprehension achievement, each aspect of students' emotional intelligence was analyzed and correlated with the reading comprehension achievement by the same formula, Pearson Product Moment Correlation. The result of correlation analysis revealed that from the four aspects of emotional intelligence, there was only one aspect that had statistical correlation with reading comprehension achievement. It was emotional management. The correlation coefficient (r) was .159 and significant at .05 with $p = .006$. The results of the analysis can be seen on Appendix D.

4. Table 7. Correlations of Emotional Intelligence Aspects

No.	Aspects of Emotional Intelligence	Pearson Correlation	Sig.
1	Emotional Awareness	.077	.189
2	Emotional Management	.159	.006
3	Social Emotional Awareness	.027	.649
4	Relationship Management	-.040	.493

B. Influence of Students' Emotional Management on Students' Reading Achievement

Since emotional management was the only aspect of emotional intelligence which had correlation with reading comprehension achievement, it can be inferred that students' emotional intelligence did not have any influence on their reading comprehension achievement. However, regression analysis was still used to find out if students' emotional management influenced their reading comprehension achievement. Result of the analysis revealed that the Adjusted R Square (R^2) was .022 with significant at .05 with $p = .006$. It means that students' emotional management influenced their reading comprehension achievement with 2.2% contribution. It can also be concluded that emotional management was the best predictor of the students' reading comprehension achievement in this context.

DISCUSSION

Based on the findings, there were correlations between emotional intelligence and reading comprehension. There was only one aspect of emotional intelligence that correlated with reading achievement, which was emotional management intelligence. The findings of this research are in accordance with a number of previous studies. Ghabanchi and Rastegar (2014) confirm that from the all of EI subscales, the overall average for the EQ total scores ($r = .19$) was rated low when correlated to reading comprehension. The greatest correlation between reading comprehension and an EQ subscale is in relationship management, social awareness and emotional management ($r = .17$) and a slightly lower correlation was found between self-awareness ($r = .16$). Adaptability skills were found to be weakly correlated with reading comprehension ($r = .08$). In the same line, Motallebzadeh (2009) states the results of his study revealed that emotional management related with reading comprehension (.594), emotional awareness (.018), social emotional awareness (.067) and relationship management (.059). Angadi (2011) has studied about the reading comprehension and emotional intelligence of secondary school students and he found that emotional intelligence of boys and girls is related with reading comprehension (.335).

5. CONCLUSIONS

Based on the results of the study, it can be concluded that emotional intelligence has significant correlation and influence on reading comprehension. Meanwhile, from four aspects of emotional intelligence, the emotional management was only one aspect of emotional intelligence that had correlation and contribution on students' reading comprehension. The findings of the present study seem to imply that teachers still need to be aware with the emotional intelligence of the students.

RECOMMENDATIONS

Based upon the results of this research, it is recommended that further research be conducted to consider whether teaching methods related to emotional intelligence can be successful for students' reading comprehension. Besides, further research on emotional intelligence related to gender may also be done to give better results on predicting students' reading comprehension achievement. More importantly, realizing the benefits of emotional intelligence, teachers should still consider their existence in enhancing students' reading comprehension.

6. REFERENCES

- Angadi, S. G. (2011) A study of emotional intelligence in relation to reading comprehension of secondary school students. *International Refereed Research Journal*, 3(28), 19-21.
- Bar-On, R. (2006). Bar-on emotional quotient inventory (eq-i): Technical manual. Toronto, Canada: Multi-Health Systems.
- Brown, B. L. (1999). Emotional intelligence: Keeping your job. Retrieved from <http://www.calpro-online.org/eric/docs/tia00077.pdf>.
- Bryant, H. C. (2007). The relationship between emotional intelligence and reading comprehension in high-school students with learning disabilities (Doctoral Dissertation, Andrews University, Michigan). Retrieved from ProQuest Dissertations & Theses. (ATT 3261210)
- Ciarrochi, J. P., Chan, A., Caputi, P., & Roberts, R. (2001). Measuring emotional intelligence. In C. Ciarrochi, J. P. Forgas, & J. D. Mayer (Eds.), *Emotional intelligence and everyday life: An introduction* (pp. 25-45). Philadelphia, Pennsylvania: Psychology Press.
- Conrad, N., & Patry, M. W. (2012). Conscientiousness and academic performance: A mediational analysis, *International Journal for the Scholarship of Teaching and Learning*, 6(1) 1-16.
- de Debat, E. V. (2006). Applying current approaches to the teaching of reading. *English Teaching Forum*, 44(1), 8-15.
- Fahim, M., & Pishghadam, (2007). On the role of emotional, psychometric, and verbal intelligences in the academic achievement of university students majoring in English language. *Asian EFL Journal*, 9(4), 240-253.
- Ghabanchi, Z., & Rastegar, R. (2014). The correlation of IQ and emotional intelligence with reading comprehension. *The Reading Matrix* .14(2),135-144.

- Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam Books.
- Gorman, J. C. (2005). Understanding children's hearts and minds: Emotional functioning and learning disabilities. *Journal of Teaching Exceptional Children*, 31(3), 71-77.
- Hein, S. (2004). History and definition of emotional intelligence. Retrieved from <http://equi.org/history.htm>
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Martin, A., Nejad, H., Colmar, S., & Liem, G. (2013). Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. *Journal of Educational Psychology*, 105(3), 728-746.
- Mayer, J. D., & Salovey, P. (1990). The intelligence of emotional intelligence. *Intelligence*, 17(4), 433-442.
- Moafian, F., & Ghanizadeh, A. (2009). The relationship between Iranian EFL teacher's emotional intelligence and their self-efficacy. *Language Institutes System*, 37(4), 708-718.
- Motallebzadeh, K., (2009). The relationship between the emotional intelligence of Iranian EFL learners and their reading comprehension and structural ability. *Journal of Teaching English as a Foreign Language and Literature*, 1(4), 39-55.
- Nelson, D. B., & Low, G. R. (2005). *Emotional intelligence: Achieving academic and career success*. Upper Saddle River, NJ: Prentice Hall.
- OECD. (2012). PISA 2012 result: what students and can do [online]. Retrieved from http://www.oecd.org/pisa/keyfindings/PreparingHighSchool_StudentsforCollege.pdf.
- Payne, W. L. (1986). A study of emotion: Developing emotional intelligence, self-integration relating to fear, pain and desire. *Dissertation Abstracts International*, 47(1-A), 203A. (UMI No. AAD9-5947).
- Robertson, G. (2001). *Wide range achievement test-expanded manual*. Bloomington, Indiana: Wide Range Achievement.
- Salovey, P., & Sluyter, D. (1997). *Emotional development and emotional intelligence*. New York, NY: Basic Books.
- Solso, R. L. (1991). *Cognitive psychology*. Needham Height, MA: Allyn and Bacon.
- UNSW, (2014). Students self-assessment. Retrieved from <https://teaching.unsw.edu.au/self-assessment>.

Weissinger, H. (1998). *Emotional intelligence at work*. San Francisco, CA: Jossey-Bass.

Yahaya, A., Ee, S. N., Yahaya, N., Boon, Y., Hashim, S., & Lee, G. M. (2012). The impact of emotional intelligence element on academic achievement; *Archives Des Sciences*, 65(4), 2-17.