

CORRELATIONAL STUDY BETWEEN SUDENTS' EMOTIONAL INTELLIGENCE AND READING COMPREHENSION IN THE ENGLISH DEPARTMENT AT UNISMA

Ilham Aryanto¹

English Department, Faculty of Teacher Training and Education, University of Islam Malang

Email: ¹ ilham.ngali16@gmail.com

Abstract: This study aimed to find a correlation between emotional intelligence and reading comprehension of fifth semester in the English Department students at UNISMA at the academic years 2019-2020. The total population was all of the fifth semester of English Department students which consisted of five classes. Then the sample chosen was two classes of reading by proportional random sampling technique. The instrument adopted from Ridwan (2017) was used to collect the emotional intelligence data while proficiency English test of reading was adopted from reading test of TOEFL[®] by Deborah (2003) to collect the data reading comprehension. This study used a correlation design and was conducted in November 2019. The result of the data analysis showed that *sig. value* is 0.278. The findings revealed that there was no significant correlation between emotional intelligence and reading comprehension. It means that students who have a good emotional intelligence do not guarantee that they will have good reading comprehension.

Keywords: correlation, emotional intelligence, reading comprehension

INTRODUCTION

Reading is one of the skills must be mastery by student who want to learning English. Ismiyanti (2017) stated that one of the most important aspects of learning English is reading. And one of the goals of English learning is to develop students' reading skills so that they can read English texts effectively and efficiently. Although it is important, reading is one of the most challenging fields in the education system. Students' attitudes about the purpose of reading also affect their ability to read. While the purpose of reading is to clarify the meaning and the invisible layer (Köse, 2006). In essence, reading is an act of understanding the author's message ideas through interaction with written text by involving visual information and nonvisual information.

As a part of reading, there is a term called comprehension. Sinambela, Malik and Pangaribuan (2015) stated that comprehension involves the relationship between several things such as the structure of ideas, the goals of the writer, the concept of evaluation and evaluation with the understanding of words. Lapp et al (2008) and Ness (2009) stated that reading comprehension skills are very important to change from reading to reading to learning (as cited in Kisau & Hiller, 2013). Comprehension is a skill and activity taken in understanding a text.

In the learning process of reading, intelligence has an important role. Most of people only consider the Intelligence Quotient (IQ) which is relate to students' reading comprehension abilities. However, instrument of Emotional Intelligence (EI) should also be considered for their role in reading comprehension. Because EI is one of important component for the success of the learning process argued by Goleman (1995) and Salovey and Mayer (1990) (as cited in Saeidi & Yusefi, 2008). EI itself is interpreted as the ability to capture, realize, control and understand the emotions of self as well as others to handle interpersonal relationships. So, the ability to regulate emotions will also be related to the quality of students' reading comprehension, which means if individuals are able to control their emotions well, it will also relate to their reading comprehension.

Some studies also stated that EI has an impact on students' reading comprehension. Tavakoli and Abdolrezapour (2012) in their study concluded that "EI has a correlation with students' reading comprehension with a value ($r = 0.660$, $p = 0.000$). In another study, the importance of EI to students' reading comprehension was also conveyed by Karbalaei and Sanati (2015) in a study with the same variables. Conclusion of the study is that students who had high EI scores would also have high reading comprehension scores. value ($r = 0.842$, $p = 0.00$). Based on these studies, researcher assumed that in the world of education, EI abilities have an important role, especially in relation to students' reading comprehension.

Research question designed is to investigate the purpose of this study. The research question in this study is “do the students with high score in EI of the fifth

semester students of English Department at UNISMA will have high score in reading comprehension?”.

EI itself has many definitions. Mayer and Salovey (1997) argued in Gayathri and Meenakshi (2013) that EI is "... the ability to understand accurately, assess, and express emotions; the ability to access or arouse feelings when they facilitate thinking; ability to understand emotions and emotional knowledge; and the ability to regulate emotions to increase emotional and intellectual growth ". EI in generally has the meaning of knowing emotions and understanding the meaning behind those emotions. EI in the simplest words refers to the ability to recognize and regulate emotions in ourselves and others to make effective decisions (Dhani & Sharma, 2016).

EI's role in human life is no less important than IQ. Goleman argued that EI is one of the factors that greatly influence individual success in social life and education (in Abdolrezapour & Tavakoli, 2012). Goleman as cited in Davoudi, Nafchi, and Khodabakhshi (2015) argued that IQ only affects about 20% of individual success or career success while the remaining 80% is a variance related to EI. In this case, EI has become an important theory of everyday life, both for both individual and social life.

Heriyanto (2017) stated that EI is not limited only to having emotions or feelings but also being able to understand what the meaning of the feeling is. From this description it can be concluded that EI is an interpersonal and intrapersonal (metability) ability that functions as a controlling rope to balance feelings, thoughts and actions. People who have high EI will be able to see themselves as others see, and can understand other people's feelings as if what they feel we can also feel.

Wixson, Peters, Weber, and Roeber (1987) explained that “reading is the process of creating meaning that involves: (a) the reader's knowledge; (b) text information; and (c) the context of reading” (as cited in Gilakjani, 2016). While McNamara (2007) as cited in Tavakoli (2014) argued that comprehension is concerned with the ability to master words, to understand ideas in the text and the relationships that exist between those ideas. Comprehension in general is the

ability to unify the meaning of written language interaction. Sinambela, Malik, and Pangaribuan (2015) stated that comprehension also includes understanding vocabulary, seeing the relationship between words and concepts, organizing ideas, recognizing the purpose of the writer, making judgments and evaluating. So, reading comprehension is one's ability to reconstruct messages contained in the text that is read by connecting the knowledge possessed to understand the main idea, important details, the structure of the text and all understanding and remembering the material read.

METHODOLOGY

Participants

The participants in this study were selected from two classes of Morphology that are class V A and V E. The total of the participant consists of 46 students who study in the English Department at UNISMA.

Instrumentation

This study is using questionnaire as instrument to gather information about EI. Written questionnaire is typically more efficient and practical and allows for the use of the large sample. In this study, TEIQue (*Trait Emotional Intelligence Questionnaire*) was used to obtain data of students' EI. TEIQue was developed by Petrides (as cited in Petrides & Mavroveli, 2018). TEIQue has several types consists of TEIQue (*full form*) and TEIQue-SF (*short form*) which is used for samples aged 17 years and over, TEIQue 360 which are filled by colleagues or close people of the individuals concerned, TEIQue-AF (*adolescent form*) and TEIQue-ASF (*adolescent short form*) for samples aged 13-17 years, and TEIQue-CF (*child form*) for children aged 8-12 years (as cited in Gandhi, 2015). This study used TEIQue-SF to obtain data of variable EI, with consideration of the age of the study subject ranging from more than 17 years.

TEIQue-SF consists of 30 questions was based on the full form and includes two items from each of the 15 facets of the trait EI sampling domain (as cited in Petrides & Mavroveli, 2018), including the components of EI by Petrides and Furnham providing scores on 15 facets they are: *a) trait empathy, b) emotion*

perception, c) emotion expression, d) relationships, e) emotion managements, f) assertiveness, g) social awareness, h) self-esteem, i) trait optimism, j) trait happiness, k) emotion regulation, l) impulsiveness (low), m) stress management, n) adaptability, o) self-motivation.

To get data from reading comprehension variable, researcher used the PET of TOEFL® taken in the book "Longman Preparation Course for the TOEFL® Test" by Deborah Phillips 2003 as the instrument of collecting data. The test consists of 40 questions which are multiple choices (a, b, c, and d). Then the students answer the question by choosing a true answer.

Procedure of Collecting the Data

Firstly, participants should complete the TEIQue-SF questionnaire that has been given with duration of 10 minutes by providing a checklist (✓) in the selection column to get the information about participants' EI. Secondly, to get the data of students' reading comprehension, participants would complete the PET of TOEFL® consists of 40 questions in the form of multiple choices. The students must answer the questions with the true answer within 50 minutes for this test.

The next step is the assessment process of TEIQue-SF and PET by giving a score of 4 for *strongly agree*, score 3 for *agree*, score 2 for *disagree*, score 1 for *strongly disagree* on positive statements and for the negative statements of researcher applied score 4 for *strongly disagree*, score 3 for *disagree*, score 3 for *disagree*, score 2 for *agree*, score 1 for *strongly agree* while the PET giving a score of 1 for each correct answer. The results of this assessment process will be used as data for variable EI and reading comprehension.

FINDINGS

The descriptive statistics on this research showed that the mean of EI is 55.067 with standard deviation is 5.6447 while the mean of reading comprehension is 45.609 with standard deviation is 11.3573. The high score of EI in 69.3 and the high score of reading comprehension is 65.0. Then the low score of EI is 65.3 and reading comprehension is 15.0. It is shown in table 1:

Table 1 Descriptive Statistics on Reading Comprehension and EI

		Statistics	
		Reading_Comprehension	Emotional_Intelligence
N	Valid	46	46
	Missing	0	0
Mean		45.609	55.067
Median		45.000	54.000
Std. Deviation		11.3573	5.6447
Variance		128.988	31.862
Minimum		15.0	42.0
Maximum		65.0	69.3

Before the hypothesis test is performed with analysis techniques, the data obtained must be normally distributed (*normality test*) and the variable must be linearly (*linearity test*). The purpose of the *normality test* is to get information about the distribution of the data that normal or not. Meanwhile, the linearity test is used to test the linear relationship between the independent variable and the dependent variable. The result of the *normality test* is shown on table 2.

Table 2 Normality Test of Reading Comprehension and EI

		Tests of Normality				
		Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	Sig.
Reading_Comprehension		.100	46	.200*	.971	.309
Emotional_Intelligence		.114	46	.168	.969	.259

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In order to see, the test of normality of *Shapiro-Wilk* the table shows that p value is 0.309 for reading comprehension and value is 0.259 for EI. While for *Kolmogorov-Smirnov* test, the P value is 200 for reading comprehension and value is 0.168 for EI.

Table 3 Linearity Test of Reading Comprehension and EI

ANOVA Table						
		Sum of	df	Mean	F	Sig.
		Squares		Square		
Reading_Compr ehension * Emotional_Intell igence	(Combined)	2828.852	21	134.707	1.086	.419
	Linearity	154.797	1	154.797	1.249	.275
	Deviation from					
	Linearity	2674.056	20	133.703	1.078	.426
	Within Groups	2975.604	24	123.984		
Total		5804.457	45			

The result of test linearity of this study is interpreted by table 3 above. The table shows that P value of deviation from linearity is 0.426. It is shows that the value is high then 0.05.

Based on the table of the test of normality and linearity above is the result of the test shows that the P value high then 0.05. Then it can be concluded that the distribution of the data is normal and the relationship of the data variable EI and reading comprehension is linear.

In order to answer the research question, Pearson correlation formula was used for data analysis. Then the result of the Pearson correlation analysis shows by table 4.

Table 4 Correlation Test of Reading Comprehension and EI

Correlations			
		Reading_Comprehension	Emotional_Intelligence
Reading_Comprehension	Pearson Correlation	1	.163
	Sig. (2-tailed)		.278
	N	46	46
Emotional_Intelligence	Pearson Correlation	.163	1
	Sig. (2-tailed)	.278	
	N	46	46

The amount of correlation coefficient (r) is 0.163 and P value is 0.278. Therefore, by considering these results, we can conclude that there is not significant correlation between EI and reading comprehension. In fact, the result indicated that the more the EI of the students, the less the students' score in reading comprehension.

DISCUSSION

This study used a correlation study design. In relation to Creswell (2012), a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. The results of this study indicate the correlation of the EI and reading comprehension relationship is not significant. Some of students has a high score of reading comprehension but a low score of EI. In contrast, some of them has a high score of EI but has a low score of reading comprehension. Although this study states that there is no significant correlation between EQ and reading comprehension, certain subscales of EI affect students' reading comprehension. Ghabanchi and Rastegar (2014) argued that reading-comprehension proficiency was relatively associated with several dimensions of EQ (intrapersonal, interpersonal, and stress management).

The same research was also carried out by Rahimi, Sadighi, and Fard (2011); Tabrizi and Esmaeili (2016) with the results of their research were indicated of the fact that there was no significant difference between the students' EI and their reading ability with $p\text{-value} = 0.28$. There is no significant relationship between Iranian EFL reflective learners' EI and their reading comprehension.

However, this result is not in line with the findings of Tavakoli and Abdolrezapour (2012) with the variable were EI and achievement in reading with the results were indicative of the fact that there was a correlation between EI and achievement in reading with a value of $r=0.660$ and $p=0.000$. The difference between the two results of the study could have been due to factors of participant psychological and physical exhaustion. Another reason why EI does not affect students' reading comprehension ability because the PET of TOEFL® test as an

instrument of reading comprehension used usually includes scientific texts or those related to general knowledge. Texts like that, unlike literature, are sometimes more emotional in nature that require the role of the reader's EI. Matthews, Zeidner and Roberts (2002) as cited in Rahimi, Sadighi and Fard (2011) stated that readers "can learn a lot about various feelings when reading literary works that describe characters with a tendency to experience certain emotions (e.g, sadness, fear, distrust, surprise)".

CONCLUTIONS

The result showed the r value of EI and reading comprehension is at 0.163 with *degree of freedom* at 0.05 is 0.2075 and at 0.01 is 0.2902 and the p value is at .278. Thus, the level of significances indicate that they are greater than 0.05 ($p > 0.05$) and the r value is lower than *degree of freedom*. The result showed that there is no significant correlation between the score of EI and score of reading comprehension of five semester students on English Department at University of Islam Malang. However, the result does not mean that EI cannot be used as a predictor of students' reading comprehension because the limitations were taken by this study. This result may be different from the result of previous studies. It happened due to the different in its instruments and sample used between this study and the previous study.

The introduction of the concept of EI to students is also very important although it does not correlate with students' reading comprehension but is still needed because the development of emotions is likely also related to other factors. Hopefully, students can realize the importance of reading comprehension and EI. They must practice their reading comprehension skills to improve their learning achievement. As for their EI, it is very useful in their social life. Then, for the further researchers who make a similar researcher. They should re-test the instruments about the reliability and validity through the questionnaire or the test. And the EI questionnaire instrument might be correlated with emotional tests such as literature etc.

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Muhammad Yunus, S.Pd., M.Pd
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