

**THE CORRELATION BETWEEN STUDENTS' EMOTIONAL  
INTELLIGENCE AND STUDENTS' READING  
COMPREHENSION ACHIEVEMENT TO THE EIGHTH  
GRADE STUDENTS OF SMP NEGERI 6 PALEMBANG**

**THESIS**

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**MUHAMMADIYAH UNIVERSITY OF PALEMBANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM  
August 2021**

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**THESIS**

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**For the degree of Sarjana in English Language Education**

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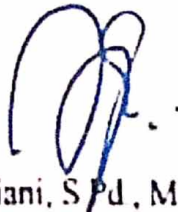


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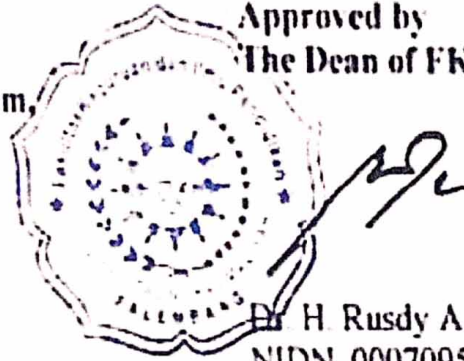
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## **MOTO AND DEDICATION**

### **MOTTO:**

**Thesis does not hurt me but Love kills me**

### **This Thesis dedicated to:**

- 1. Allah SWT and Prophet Muhammad SAW that has given me willingness, patience, power to completed this thesis.**
- 2. Thank you for the great love, care, and inspiratory to my super amazing parents, Mama and Papa (Juwita and Alm. Abdul Latif). Thank for everything.**
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## ABSTRACT

Oktarianti (2021). The Correlation between Students' Emotional Intelligence and Students' Reading Comprehension Achievement to the Eighth Students of UPT SMP N 6 Palembang. Thesis, English Education Study Program, Bachelor Degree (S1), Faculty of Teacher Training Education, Muhammadiyah University Palembang, Advisor (1) Dr. Tri Rositasari, M.Pd., (2) Andriamella Elfarisyah, S.Pd., M.Pd.

**Key words:** Emotional Intelligence, Reading Comprehension

The problem of this thesis was regarded on the correlation between students' emotional intelligence and students' reading comprehension achievement to the eighth grade students of SMP N 6 Palembang. The population in this research was all of the eighth grade students of SMP N 6 Palembang. The sample was taken from VIII.3 and VIII.4, it were 55 students. The sample was taken by using purposive sampling there were two classes as a sample and they were VIII.3 and VIII.4. For collecting the data, the researcher used questionnaire and test. For analyzing the data, the researcher used Pearson Product Moment. Subsequently, the researcher finding indicated that there was the correlation between emotional intelligence and reading comprehension. It proved by the  $(r_{xy})$  was 0.536 and it was higher than  $r_{table}$  0.266 and the level of the significance (sig.2-tailed) was 0.000 it was lower than 0.05. It considered that alternative hypothesis ( $H_a$ ) in this research was accepted and the null hypothesis ( $H_0$ ).

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This thesis was still far from perfect. Indeed any critics, comments, and remarks were very welcomed. The last but not least, the researcher hopes that this thesis will be useful for everyone who reads it and for other researchers.

Palembang, 12 August 2021  
The researcher

OR



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# **CHAPTER 1**

## **INTRODUCTION**

This chapter describes: (1) background of research, (2) problem of research, (3) limitation of problem, (4) formulation of the problem, (5) objective of research, (6) significant of research, (7) hypothesis of research, and (8) criteria for testing the hypothesis.

### **1.1 Background of Research**

Patel and Jain (2008) clearly state that reading is important activity in life with which one can update his or her knowledge. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. (p.114). It means that reading becomes an essential activity in teaching and learning process. Through this activity, the students can get information and upgrade their knowledge. If students have gotten it, they have comprehended what already they read it and to help the students in exploring their reading comprehension is the ability to arrange the reading material, its element, and understand interrelationship between it parts.

According to Agustiani (2016), in learning English reading becomes very difficult skill to master for many students since their language proficiency does not support them to have better comprehension of English reading material (p.112). Reading for comprehension is not of course an easy text especially for Junior High School students. Many students have troubles when they get task that

related to the reading material. The cause of this matter is lack of reading comprehension ability.

Further, Mohammadi (2012) states that each individual has different experience within the learning process of second language. Some individuals learn a second language easily and some with more difficulty (p.195). The differences degree of emotional intelligence of students may affect their reading comprehension achievements. It is caused that students who have emotional intelligence can have better social skill, longer relationship, comfortable communication with other people in the world and also being a skillful readers to get lots of information from any reading sources.

Emotional intelligence refers to the capacity to recognize feelings and those of other, for giving motivation, managing good emotion and relationship. Salovey and Mayer (1990) state that emotional intelligence is described as having 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 action (p.185). It means that emotional intelligence is a factor that is useful in understanding and predicting one's performance at school and work.

Emotions play a fundamental role in the important events of our lives. Emotions are all above psychological though they have many characteristics such as behavioral and psychological. When people love ones to something worthy, we feel proud. People become angry or ashamed when demeaned. All of people response and reaction toward certain situation affected by emotions. According to Lazarus (1991), emotions are complex, patterned, organismic responses to how

we think we are doing in our enduring efforts to survive and flourish and to reach what we wish for ourselves (p.3-6).

Emotional Intelligence is important because it includes knowing what the feelings to make a good decision in life. Emotional Intelligence can be considered as one of essential factor in learning language. In this recent decade, psychologists, educators and popular attention have interested in Emotional Intelligence and its attractive aspects, as stated by Mallah and Pourgharib (2015) that it was more than one century that IQ was believed as the only criteria to measure someone's learning ability, but it was understood that most people with high IQ were not successful at work and educational settings, while some people having even average or low IQ were successful in educational environment based on their emotional intelligence (p.53).

Furthumore, Goleman (2012) states that smart students do not depend on only the cognitive intelligence called intellectual quotient, but also depend on how they can manage their emotion, because IQ only contributes 20% to the factor that determine life accomplishments and rest 80% is something else. This Goleman's thought encouraged researchers to pay more attention to the relationship between Emotional Intelligence and academic success (p.1). It means that students who can control emotional intelligence well, it is very influential on their achievement in learning. In addition Heidari (2014) states that:

“Someone with high IQ but low EQ represents a wise person who is strong in intelligence but weak in his individual life. Having emotional intelligence means to be intelligent because when an individual understand his own emotions in making decisions, so

this can influence academic achievement. Emotional intelligence also can improve motivational beliefs by improving problem solving abilities, tolerating psychological pressure and self-actualization. This motivational belief has positive impact on academic performance (p.117-118).”

Based on the researcher’s observation and interview with the teacher at SMP N 6 Palembang the researcher found out the students’ problems. The problems were: (1) students had low reading comprehension achievement, (2) students had unstable emotion. These are the reasons that the researcher wanted to conduct a research at SMP N 6 Palembang.

Based on the description above, the researcher was interested in finding Correlation between Students’ Emotional Intelligence and Students’ Reading Comprehension Achievement to the Eighth Grade Students of SMP N 6 Palembang.

## **1.2 Problem of Research**

The problem of the research was regarded on *“The Correlation between Students’ Emotional Intelligence and Students’ Reading Comprehension Achievement to the Eight Grade Students of SMP N 6 Palembang.”*

## **1.3 Limitation of the Problem**

Based on the background above, the researcher focused on *“The Correlation between Students’ Emotional Intelligence and Students’ Reading*



*Comprehension Achievement to the Eight Grade Students of SMP N 6 Palembang.”*

#### **1.4 Formulation of the Problem**

The problem of the research was formulated as follow : *“Is there Correlation between Students’ Emotional Intelligence and Students’ Reading Comprehension Achievement to the Eight Grade Students of SMP N 6 Palembang?.”*

#### **1.5 Objective of the Research**

Based on the formulation of the problem above, objective of the research was to find out *“The Correlation between Emotional Intelligence and Students’ Reading Comprehension Achievement to the Eight Grade Students of SMP N 6 Palembang.”*

#### **1.6 Significance of the Research**

The significance of the research may be useful for the following parties:

1. To the Researcher Herself

This research expected to add the researcher’s knowledge on research correlation, emotional intelligence, and reading comprehension.

2. To the Students

To make students aware of emotional intelligence and improve emotional intelligence in order to reach the optimum result in their learning English, especially reading comprehension.

3. To the Teacher of English

The result of this research helps teacher to improve their method in teaching and learning English process. By knowing the result of this research, teachers are able to apply appropriate method to teach English especially in reading skills and also find out some strategies to improve students' emotional intelligence so that the result of the process will more optimal.

4. To Other Researcher

This research is expected to provide and share valuable information to other research who conducted a research on emotional intelligence, reading comprehension and the relationship between student's emotional intelligence and their reading comprehension.

### **1.7 Hypothesis of the Research**

According to Arikunto (2013), the hypothesis is an important statement of its position in research. In addition, hypotheses are formulated to describe the relationship of two effect variable (p.112). The hypotheses of this study are the alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_o$ ) as follows:

$H_a$  : There is correlation between Students' Emotional Intelligence and students' Reading Comprehension Achievement to the Eight Grade of SMP N 6 Palembang.

$H_0$  : There is no correlation between Students' Emotional Intelligence and students' Reading Comprehension Achievement to the Eight Grade of SMP N 6 Palembang.

### **1.8 Criteria for Testing the Hypotheses**

According to Sugiono (2016), the criteria of testing the hypothesis in measuring correlation as follow:

1. If the p-output is lower than 0.05,  $H_0$  is rejected and  $H_a$  is accepted. So, there is a correlation between students' emotional intelligence and students' reading comprehension achievement.
2. If the p-output is higher than 0.05,  $H_0$  is accepted and  $H_a$  is rejected. So, there is no correlation between students' emotional intelligence and students' reading comprehension achievement. (p.257)

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