

A CORRELATION STUDY BETWEEN EMOTIONAL INTELLIGENCE OF THE SECOND YEAR STUDENTS OF SMA N 1 PADANG GANTING TANAH DATAR AND THEIR READING COMPREHENSION ABILITY OF NEWS ITEM TEXT

Ade Sri Rahayu¹, Khairul Harha², Ernati²

¹The Student of English Department, the Faculty of Teacher Training and Education of Bung Hatta University

E-mail : ayunar_doank@yahoo.co.id

²The Lecturers of English Department, the Faculty of Teacher Training and Education of Bung Hatta University

Abstract

The type of this study was correlational study. The purpose of this study was to determine correlation between emotional intelligence and reading comprehension ability. The population of this research was the second year students of SMA N 1 Padang Ganting Tanah Datar. The total members of sample in this research were 42 students. The data of this research were collected by using two kinds of instruments. The first is the questionnaire on emotional intelligence (X) , the second is the test on reading comprehension ability (Y). To make the instruments reliable, the researcher gave try out test to the students out of the sample. It was found that reliability index of the test was 0.9510 (Appendix 4) , and reliability index of the questionnaire was 0.9101 (Appendix 2). It means that the instruments were very reliable. The result of this research shown that in general, the average of emotional intelligence of the second year students of SMA N 1 Padang Ganting was *fair*. Related to reading comprehension, It was proved by the fact that 61,90 % students have moderate ability. The result of testing hypothesis, is that the result of *t* counted (7.649) was higher than *t* table (2.021). Therefore, Hypothesis alternative (H_a) was accepted. It was proved by the coefficient correlation between two variables was 0.771, coefficient determination was 0. 59. It was categorized as having *strong* correlation, *significant* and *positive* correlation. It can be concluded that the students have good in reading comprehension ability, if they have good emotional intelligence. Dealing with the conclusion of this research, the researcher has suggestion for the teacher. They should be able to facilitate the development of students' emotional intelligence in teaching reading comprehension.

Key words: Emotional Intelligence, reading , comprehension, News Item Text

A. Introduction

Learning process is the process of transferring knowledge to the students by using media and strategies. There are some factors that have influenced learning

process. Syah (2004:144) classifies them into; (1) internal factors that consist of physiology and psychology of the students, (2) external factors that deal with condition surrounding the students, and (3)

approach to learning that is strategy and method used by students in learning process.

Emotional intelligence is one of internal factors that have an influence on learning, and it is a part of psychology factor. The students will be successful in learning process if they are able to manage their emotional intelligence (Syah: 2004:146:152). Emotional intelligence plays a significant role toward the student's achievement. To get the best achievement in study, students should balance their intellectual intelligence with emotional intelligence.

According to Mayer and Solove in Uno (2006:68), emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Next, Angadi (2011:19) states that emotional

intelligence can be defined as the ability to recognize and manage your emotions and the emotions of other. It is supported by Goleman in MacGilchrist (2008:129) who states that emotional intelligence is the capacity for recognizing our feeling and those of others, for motivating ourselves, and for managing emotion well in ourselves and in our relationship.

In English learning process, there are four skills that must be mastered by the students; listening, speaking, reading, and writing. Reading is a process to get knowledge, information, and the ideas. According to Whorter (2006), reading is a thinking process ,in which the students interact with textual material, evaluate, and reacts to its organization and content. Reading comprehension needs the ability to think, conceptualization, and reasoning.

Acording to Angadi (2011:19), reading comprehension is not only related to one intelligent qoutient (IQ) but also with emotional intellegence. Reading

comprehension does not only focus on cognitive domain but also on emotional intelligence domain. In other words, external and internal factor must be integratedly considered one to another in reading comprehension. Furthermore, Abdolrezapour and Tavakoli (2011) state that the students who have greater achievement in reading comprehension also have higher score on emotional intelligence.

At senior high school, reading is taught integrated with other language skills. However, the students at every grade of senior high school seem not get good improvement in learning English including reading. We cannot fully blame the teachers' way of teaching because it also depends on how much the English text that the students read. Furtherly, possessing reading skill needs a lot of practices.

There are some texts that have been learned by the students at Senior

High School, and one of them is news items text. News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News item text is commonly used in mass media to report current event objectively with the purpose to treat and influence the reader. News items text becomes important because it can be found easily. As a matter of fact newspaper usually serves the current, useful and important information that the students need. On the other hand, news item text is a genre that has function to report newsworthy event within the institutional setting of the print media.

Unfortunately, based on informal interview that researcher did with an English teacher at SMA N 1 Padang Ganting on February 2014, it was found that there are many students who got low scores on English achievement including on reading. They got difficulties to find out the general point of the text. They did

not read carefully and did not comprehend the text. According to Edmunds and Bauserman (2006), students like to read narrative text. Those stories text or tale will make them attracted to read. They state that students tend to read specific text which is interesting according to them. The students do not like to read a 'heavy reading' such as a long text and need interpretative. Therefore, the researcher wants to prove whether there is correlation between students' emotional intelligent and their reading comprehension ability of news item text at SMA N 1 Padang Ganting.

B. Research Method

The type of this research was correlation in design. According to Gay (1987: 230), correlation research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. The degree of relationship was expressed as a correlation coefficient.

Furthermore, Iskandar (2009:63) states correlation design has purpose to know to what extent the correlation between two variables (independent and dependent). In this research, independent variable is emotional intelligence (X) and dependent variable is reading comprehension (Y).

The population of this research was the second year of SMA N Padang Ganting, Tanah Datar. The sample was chosen by stratified random sampling.

The instruments of this research were test and questionnaire. The test was used to measure reading comprehension (30 Items) ability of news item text of the students, and the questionnaire (32 items) was used to measure emotional intelligence.

C. Findings and Discussion

Findings

The data on emotional intelligence were collected on questionnaire. It was constructed by indicators of emotional intelligence (self-awareness, self-management, social awareness and social

skills). The result of rating quality for each indicator was described in Table below

Average of Rating Quality of Emotional Intelligence

No.	Indicators	Average	Rating Quality
1	Self – Awareness	3.32	Fair
2	Self – Management	3.34	Fair
3	Social Awareness	3.45	Fair
4	Social Skills	3.55	Good

Table above implied that three indicators of emotional intelligence were described as *fair*, while one of them was described as *good*. The indicator which was described as good was social skill while the indicators which were described as *fair*. It also reveals that social skill was the best indicator in emotional intelligence.

Next, the data on reading ability were collected by using reading test. It

covers the generic structure of news item text (newsworthy event, background events, and source). The result of data analysis reveal that the Mean was 13.85 and Standard Deviation was 6.78. The students' ability was categorized as high if their scores were higher than 20.63 , It was categorized as moderate if their scores were in the range of 7.07 – 20.63 and it was categorized as low if their scores were lower than 7.07. Then, the researcher calculated the percentage of the students who were included into high, moderate and low group.

Based on the result of testing hypothesis was known the coefficient correlation (ρ) between emotional intelligence and reading ability was 0.771. It was classification as having *strong* correlation for both variables. Besides, it was also a significant correlation, because t count (7.649) was higher than t table (2.021). Accordingly, the coefficient determination

(r^2) was 59.44 %. It could be claimed that almost 60 % of the variance in reading ability is caused by emotional intelligence. In other word, emotional intelligence gives 60 % contribution toward reading ability. Finally, *Ho was rejected and Ha was accepted*. It was proved by the coefficient correlation (ρ), significant, and direction correlation.

Discussion

One of the finding of this study as discussed previously was that emotional intelligent of the second years of SMA N 1 Padang Ganting was *fair*. It means, the students have not good in emotional intelligence. Hence, there were three indicators which are necessary to be improved; self-awareness, self-management and social awareness. In other words, students should paid attention to their aspect of emotional intelligence. Goleman in MacGilchrist (2008: 132) states that four indicators underpinning emotional intelligence have significant

implications for the content and process of learning and teaching.

Secondly, related to reading comprehension ability, 61.90 % students had moderate ability. So, the students have to improve their ability in comprehending of news items text. Besides, the students have to do a lot of practices in processing reading. Taflinger (1996) declares that reading requires continuous practice, development, and refinement.

Finally, based on the result of testing hypothesis, *Ho was rejected and Ha was accepted*. The coefficient correlation between emotional intelligence and reading ability was *0.771*. It was categorized as having *strong* correlation, *significant* and *positive* correlation. It means that reading ability was closely related with emotional intelligence. In other words, an increased on emotional intelligence is associated with an increase on reading ability. Syah (2004:144) states that emotional intelligence is one of factor

that influences learning process. Accordingly, the coefficient determination of this study was 0.59 . It indicates emotional intelligence gives as much as 59 % toward reading ability of the second year students of SMA N 1 Padang Ganting. In other word, 40% of students' reading ability is determined other factors such as condition surrounding the students or method and strategy in learning process.

D. Suggestions

In the line with the conclusion of this study, some suggestion can be presented as follows:

1. The students should improve their emotional intelligence. By having known and handling their awareness, management and skills both in learning activities and social interaction.
2. The teacher should always give the motivation to the students and should be able to facilitate the development of students'

emotional intelligence in learning process by developing all aspect in emotional intelligence.

3. Future research on this subject could include the development of a conceptual model linking emotional intelligence and academics outcomes.

E. References

- Abdelrezapour, Pariza and Tavakoli M. 2011. *The relationship between motional intelligence and EFL learner' achievement in reading comprehension*. www.tandfonline.com, accessed on 11 Mei 2014
- Angadi, Sunita G. 2011. *A Study of Emotional Intelligence in Relation to Reading Comprehension of Secondary School Student*, Online. Vol.3 Issue 28. [Http://olam.ed.asu.edu/epaa/](http://olam.ed.asu.edu/epaa/), accessed on 25 march 2014
- Edmunds, K.M and Bauserman, K.L. 2006. *What teachers can learn about reading motivation through conversations with children. The Reading Teacher*. New York: International Reading Association.
- Iskandar. 2009. *Metode Penelitian Pendidikan Dan Sosial (Kuantitatif Dan Kualitatif)*. Jakarta: Gaung Persada Press.

MacGilchrist, Barbara .2008.*The Intelligence School*. London.Paul Chapman Publishing Ltd.

Syah, Muhibbin. 2004. *Psikologi Belajar*. Jakarta: PT Grafindo Persada.

Uno, Hamzah B. 2006. *Orientasi Dalam Psikologi Pembelajaran*. Jakarta.Bumi Aksara

Whorter, Kathleen. T. Mc. 2006. *Guide College Reading*. New York. Longman