

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the most important skill in language learning apart from listening, speaking and writing. Without reading, students never know anything. By reading students begin to learn and get information and knowledge. Reading helping students learn to think in English, helping the students build their vocabulary, and helping students become more comfortable with writing in English .

According to Yilmaz reading is receptive skill in which one looks at and attempts to understand what has been written.¹ In reading, it is not only the process of recognition, perception, and interpretation of written material, but an active one in that

¹ Cevdet Yilmaz, “ An Investigation into Turkish EFL Students’ Attributions in Reading Comprehension”, *Journal of Language Teaching and Research*, Vol.3, No. 5, (2012),823.

includes the cognitive abilities such as guessing or predicting, checking, and asking question.

Reading comprehension has become the first and foremost requirement for the students throughout the world which students can get information and knowledge from what they read. In addition, it help students of English as a foreign language and second language to become acquainted with the subject area of their field of study and also improve their knowledge of the language.²

In learning English, reading becomes a very difficult skill to master for many students since their language proficiency does not support them to have better comprehension of English reading material .That becomes a problem for senior high school students because, despite changes in curricular approach, reading has been the dominant skill tested. The difficulties of reading come from different sources, such as: poor interpretation of the

² Mohammad Salehi, Zahra Lari, Atefeh Rezanejad, “ The Effects Of Gender And Genre On Language Learners’ Reading Comprehension Ability”, *Education Journal*, Vo.3,No.5,(2014),266.

texts, poor vocabulary, the use of inappropriate reading strategies, and poor grammatical competence.

In learning process, many factors influence students' English learning performance. One of the determining factors is intelligence, which is also one of the factors affecting reading comprehension. The intelligence factor that affect students' reading comprehension is emotional intelligence.

Emotional intelligence has been considered as the most determining factor people's success in life. It is supported by Abdolrezapour who mentions that now, experts believe that success is influenced 80% by various factors that constitute a person's character and personality or their emotional intelligence and 20% by IQ.³ It has been applied in all sorts of fields, especially in education area.

In learning language, emotional intelligence has a correlation with comprehension proficiency because learning a

³ Parisa Abdolrezapour, "The Relationship Between Emotional Intelligence and EFL Learners' Writing Performance", *Procedia- Social and Behavioral Sciences*, Vol. 70, (2013), 331-331.

language is a communicative task in nature, and the ability to communicate and learn a language, knowing emotions, and being able to control them plays a significant . Thus, positive emotions influence learning by affecting students' attention, motivation, use of learning strategies and self-regulation of learning including in reading comprehension which involves emotional processing.⁴ As the result emotional intelligence is important in reading. It brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense ⁵. In short, it represents abilities that join intelligence and emotion to enhance thought.

Based on the result of the interview with English teacher of SMA Al-Husen Tunjung Teja Kabupaten Serang, she explains that students in SMA Al-Husen Tunjung Teja Kabupaten Serang had difficulty in reading comprehension. It caused by lack of

⁴ Helen C. Bryant, "The Relationship between emotional intelligence and reading comprehension in high school students with learning disabilities, Dissertations", (Graduate's Dissertation), *Andrews University* , (2007),6-7.

⁵ Peter Salovey and Daisy Grewal, "The Science of Emotional intelligence", *Current Directions in Psychological Science*, Vol. 14, No. 6, (2005), 281.

vocabulary and poor interpretation of the text. Students may have difficulty understanding reading a text.

Considering the above matter, the researcher conducted research with the title "The Correlation Between Students' Emotional Intelligence and Their Reading Comprehension (A Correlative Study at the Eleventh Grade Students of SMA Al-Husen Tunjung Teja Kabupaten Serang)."

B. Identification of the Problem

Based on the explanation of the background above, there are some problems that can be identified in this study:

1. Students of SMA Al-Husen Tunjung Teja poor interpretation of the text.
2. Students of SMA Al-Husen Tunjung Teja lack vocabulary.

C. Limitation of the Problem

The study focused on two variables of correlation that are the correlation between students' emotional intelligence and their reading comprehension and to find out whether or not there are a

correlation between students' emotional intelligence and their reading comprehension.

The students as the object of this research are eleventh grade students of SMA Al-Husen Tunjung Teja in the academic year of 2020/2021.

D. Statement of the Problem

Based on the background of the study above, the researcher formulated the problem as follow :

1. How is the students' emotional intelligence at the eleventh grade of SMA Al-Husen Tunjung Teja?
2. How is the students' reading comprehension at the eleventh grade of the SMA Al-Husen Tunjung Teja?
3. Is there any significant correlation between students' emotional intelligence and reading comprehension at the first grade of SMA Al-Husen Tunjung Teja?

E. Objectives of the Research

Based on the formulated problem above, the objectives of the study stated as followed:

1. The students' emotional intelligence at the eleventh grade of SMA Al-Husen Tunjung Teja.
2. The students' reading comprehension at the eleventh grade of SMA Al-Husen Tunjung Teja.
3. Correlation between students' emotional intelligence and reading comprehension at the eleventh grade of SMA Al-Husen Tunjung Teja.

F. Significant of the Study

The researcher expects that the result can give advantages to some following people :

1. For student

This research helps students to be aware of the influence of their emotional intelligence in learning English.

2. For teacher

Practically, 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.

3. For the school

The result of this study may become a starting point to develop the teaching method in accordance with the degree of students' emotional intelligence to be applied in the school.

G. Organization of Writing

In this research the writer organizes this paper consists of five chapters there are:

Chapter I discusses introduction which explains the following cases: background of the study, identification of the problem, limitation of the problem, statement of the problem,

objectives of the research, significant of the study, and organization of writing.

Chapter II discusses theoretical review those are emotional intelligence (multiple intelligence, definition of emotional intelligence, the models of emotional intelligence), reading (definition of reading, types of reading, reading comprehension, strategies in reading comprehension), previous study and hypothesis.

Chapter III discusses research methodology of research that consists of place and time of research, research method, the population and sample, the technique of data collection, the technique of data analyzing.

Chapter IV discusses research finding and discussion which consist of data description, analysis of the data and hypothesis_testing.

Chapter V discusses conclusions and suggestions. It consists of conclusions and suggestions.