

**THE CORRELATION BETWEEN STUDENTS' EMOTIONAL INTELLIGENCE
AND THEIR READING COMPREHENSION IN RECOUNT TEXT OF THE
ELEVENTH GRADE AT SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE
ACADEMIC YEAR OF**

2020/2021

An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

RINI OCTAVIA

1711040135



ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

ISLAMIC STATE UNIVERSITY OF RADEN INTAN LAMPUNG

2021

**THE CORRELATION BETWEEN STUDENTS' EMOTIONAL INTELLIGENCE
AND THEIR READING COMPREHENSION IN RECOUNT TEXT OF THE
ELEVENTH GRADE AT SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE
ACADEMIC YEAR OF**

2020/2021

An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

RINI OCTAVIA

1711040135



ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

ISLAMIC STATE UNIVERSITY OF RADEN INTAN LAMPUNG

2021

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' EMOTIONAL INTELLIGENCE AND THEIR READING COMPREHENSION IN RECOUNT TEXT OF THE ELEVENTH GRADE AT SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

By :

RINI OCTAVIA

In the reading process the student needs many aspects that can influence student's reading comprehension, Emotional intelligence is has been proven to contribute to the teaching and learning process and increase student comprehension. Goleman stated that smart students do not depend on only the cognitive intelligence called the Intelectual quotient, but also depend on how they can control and manage their emotions because IQ only contributes 20% to the factor that determines life success and the rest 80% is something else. Therefore, the objective of this research is to find out whether is there any correlation between student's Emotional Intelligence and Their Reading Comprehension in the Recount text of the eleventh grade at SMAN 1 Katibung South Lampung in the academic year of 2020/2021.

In this kind of quantitative research, the researcher employed a correlation research design. The population of this research was the eleventh-grade SMAN 1 Katibung, the sample was consisting of 67 students. To collect the data of student's emotional intelligence the researcher used a questionnaire. It was conducted online by using a google form, For the student's Emotional Intelligence and reading comprehension test.

After doing the hypothetical test, based on the data analysis computed by SPSS, it was obtained that Sig (P-Value) were 0,347, means sig (P-Value) is lower than Sig $\alpha =0,05$. Based on this research there is a correlation between student's Emotional Intelligence and Their Reading Comprehension in recount text of the eleventh grade at SMAN 1 Katibung in the academic year of 2020/2021.

Keyword : Correlation Study, Emotional Intelligence, Reading Comprehension



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let.Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**: THE CORRELATION BETWEEN STUDENT'S
EMOTIONAL INTELLIGENCE AND THEIR
READING COMPREHENSION IN RECOUNT TEXT
OF THE ELEVENTH GRADE AT SMAN 1
KATIBUNG SOUTH LAMPUNG IN THE
ACADEMIC YEAR OF 2020/2021**

Student's Name : Rini Octavia

Student's Number : 1711040135

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in examination session

At Tarbiyah and Teacher Training Faculty, Raden Intan State

University of Lampung

Advisor,

M. Sayid Wilaya, M.Pd
NIP. 198803172015031006

Co-Advisor,

Sri Suci Suryawati, M.Pd.
NIP. 5

**The Chairperson of
English Education Program**

Meisuri, M.Pd.

NIP. 19800515 200312 2004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarami Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled : **THE CORRELATION BETWEEN STUDENTS' EMOTIONAL INTELLIGENCE AND THEIR READING COMPREHENSION IN RECOUNT TEXT OF THE ELEVENTH GRADE AT SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021.** Study Program : English Education has been tasted and defended in the examination session on Monday, July 12th, 2021.

Board of examiners :

The Chairperson

: Meisuri, M.Pd.

The Secretary

: Istiqomah Nur Rahmawati, M.Pd.

The Primary Examiner

: Dewi Kurniawati, M.Pd.

The First Co-Examiner

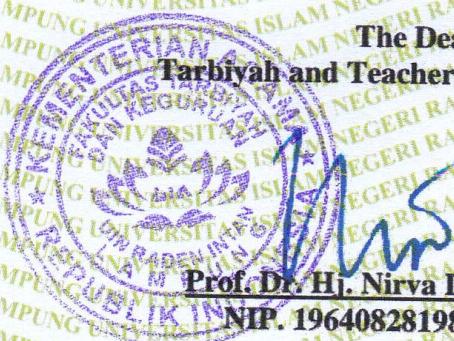
: M.Sayid Wijaya, M.Pd.

The second Co-Examiner: Sri Suci Suryawati, M.Pd

**The Dean,
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd.

NIP. 196408281988032002



DECLARATION

I hereby state that the thesis entitled “ The Correlation Between students’ Emotional intelligence and their reading comprehension in recount text of the eleventh grade at SMAN 1 Katibung south lampung in the academic year of 2020/2021” is definitely my own work. I am fully aware that i have quoted some statements and theories from several sources and they are properly aknowledged in the text.

Bandar Lampung, July 21

Declared by



DEDICATION

This thesis is the dedication to all people who always pray, and give support in finishing this thesis. I would like to dedicate this thesis to :

1. My beloved parents, Mr. Risal Sadeli and NY. Ngatini, who always support, educate, accompany and pray to form me since I was a child until now.
2. My beloved brother Marsel Giovani , and my beloved little sister Nadhifa Thizza Salsabila, who always care, support, and advice me.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



CURRICULUM VITAE

The name of the writer is Rini Octavia, she was born in Tanjung Agung on July 27, 1999. She is the first child of the third children of a happy couple, Rizal and Ngatini. She has one brother and one sister, Marsel Giovani and Nadhifa Thizza Salsabila.

She started her study at SDN 1 Pardasuka in Katibung South Lampung and Graduated in 2013. After that, she continued her study at SMPN 1 Katibung South Lampung. After graduating from Junior High School in 2015, she pursued her study at SMAN 1 Katibung, South Lampung. She graduated from senior high school in 2017. In the same year, she was registered as a student of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University of Lampung.



The Researcher

Rini Octavia

NPM.1711040135

ACKNOWLEDGEMENT

In the name of Allah, the Most Beneficent and Merciful. Praised be to Allah. Lord of the world, who has given the writer his blessing and chance to finish this thesis entitled “The Correlation between Emotional Intelligence and Their Reading Comprehension in recount text of the eleventh grade of SMAN 1 Katibung South Lampung in the academic year of 2020/2021”. This thesis is a researcher as one requirement of S-1 degree the English Education Study Program of UIN Raden Intan Lampung.

The researcher realizes that she would never finish writing this thesis without the help of some people around her. Therefore, she would like to say a lot of thanks to :

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. Meisuri, M.Pd. the chairperson of the English Education Study Program.
3. M. Sayid Wijaya, M.Pd as the advisor for his advice, guidance, help, and countless time to the researcher to finish the thesis.
4. Sri Suci Suryawati, M.Pd as the co-Advisor who has patiently guided and helped a lot until the completion of this thesis.
5. All lecturers and staff of English Education of Tarbiyah and Teacher Training Faculty who have taught the researcher a lot of valuable lessons.
6. Idhamsyah, M.Pd as the headmaster of SMAN 1 Katibung for allowing her to conduct this research.
7. Maria, S.Pd, the English Teacher of SMAN 1Katibung who has helped and given suggestions during the research process and the students of eleventh grade at SMAN 1Katibung South Lampung for being cooperative during the research.
8. All friends in the Department of English Education 2017, especially PBI-D that writer cannot mention one by one. Thanks for the advice, kindness, support, and everything.
9. All of my beloved friends, especially Desi Novitasari, S.Sos, Ayu Intan Pertiwi, S.Sos, Dewi Oktaviani, S.Akun, Dewi Tiara Bilqis, S.E, Ayu Febriyani Bachtiar, S.Kom, Shela Oktarina, S.M, Dwi Agus Safitri, Amd.Keb , Seftia Nurmala, Reni Shafira, Shinta Renika, Rizka Aprila , Sherni Oktina,S.Pd, my beloved sisters Titin Tria Agustin, S.Pd, and Aji Pangestu for their support, help, kindness, and for being such a great companion along the way in finish this thesis.

TABLE OF CONTENTS

COVER	ii
ABSTRACT.....	iii
APPROVAL	iv
ADMISSION.....	v
DECLARATION.....	iv
MOTO.....	vi
DEDICATION.....	vii
CURRICULUMVITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENT.....	xi
LIST OF TABLE	xii
LIST OF APPENDICES	xiii



CHAPTER I INTRODUCTION	1
A. Background of the Problem	5
B. Identification of the problem	12
C. Limitation of the problem.....	12
D. Formulation of the Problem	12
E. Objective of the Research	12
F. Significance of the Research	13
G. Scope of the Research	17
CHAPTER II LITERATURE RIVIEW	18
A. Frame of Theory	18
1. Concept of Emotional Intelligence	18
a. Definition of Emotion's	19
b. Type of Emotion's	23
c. Definition of Emotion's Intelligence	25
d. Aspect of Emotional Intelligence	28
2. Concept of Reading.....	35

3. Concept of Reading Comprehension	37
4. Concept of Genre Text	42
5. Concept of Reading Comprehension in Recount Text.....	47
6. Concept of Emotional Intelligence and Reading Comprehension in Recount Text	50
B. Frame of Thinking	52
C. Hypothesis	5
CHAPTER III RESEARCH METHOD.....	54
A. Research design	54
B. Variable of the Research.....	54
C. Operational Defintiion of Variable	55
D. Population, sample and sampling Technique.....	56
E. Data Collecting Technique	57
F. Instrument of the research	57
G. Scoring procedure	58
H. Validity And Readibility of the instrument	58
I. Data Analysis Technique	58
J. Hypothetical	61
CHAPTER IV RESULT AND DISCUSSION	62
A. The result and Disscussion	62
1. The Result of Emotional Intelligence	63
2. The Result of Reading Comprehension	66
3. Result of Data Analysis	66
B. Discussion	71
CHAPTER V CONCLUSSION AND SUGGESTION.....	72
A. Conclussion.....	72
B. Suggestions	73
1. Suggestion for the teacher	73
2. Suggestion for the student's	73
3. Suggestion for the further research	74

References	75
Appendix.....	78



LIST OF TABLES

- Table 1 The total of student's Number at the Eleventh Grade of SMAN 1 Katibung South Lampung in the Academic Year 2020/2021
- Table 2 The total of the studet's sample at SMAN 1 Katibung South Lampung
- Table 3 The Specification of Emotional Intelligence Questionnaire
- Table 4 The specification of Reading Comprehension test before Validy
- Table 5 The specifiation of Reading Comprehension test after Valididly
- Table 6 The Scoring System of Emotional Intelligence Questionnaire
- Table 7 The Classification of Students Emotional Intelligence criteria
- Table 8 The Classification of Student's Reading Score
- Table 9 The table of Statistics Emotional Intelligence
- Table 10 The table of Total score of students emotional intelligence
- Table 11 The Table of Statistics Reading Comrepehsnsion
- Table 12 The Table of Result of Normality test
- Table 13 The Table of Result of Linearity Test
- Table 14 The Table of Result Hypotetical Test

LIST OF APPENDICES

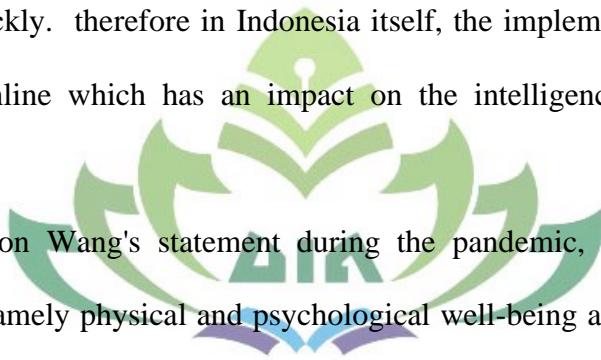
- | | | |
|----------|----|---------------------------------------------------------------------------------------------------------------|
| Appendix | 1 | The Result of Interview with the English Teacher at SMAN 1 katibung South Lampung in the Preliminary Research |
| Appendix | 2 | The Result of Interview Student's Eleventh Grade at SMAN 1 Katibung South Lampung in the Preliminary Research |
| Appendix | 3 | instrument for measuring emotional intelligence |
| Appendix | 4 | Reading comprehension test before validity instrument |
| Appendix | 5 | form of construct validity for reading test |
| Appendix | 6 | form of construct validity for emotional intelligence questionnaire |
| Appendix | 7 | Result of reliability reading test instrument for try out using ANATES |
| Appendix | 8 | Reading Comprehension test after Validity |
| Appendix | 9 | students' code of sample class |
| Apendix | 10 | reliability result of emotional intelligence instruments |
| Appendix | 11 | Validity Result of the instrument |
| Appendix | 12 | Result of statistics for emotional intelligence questionnaire & reading |
| Appendix | 13 | Students' Emotional intelligence Questionnaire Score |
| Appendix | 14 | Documentation when conduct the research at SMAN 1 Katibung |
| Appendix | 15 | reply document for permit do the research at SMAN 1 Katibung |

CHAPTER 1

INTRODUCTION

A. Background of the Problem

At this time technological disruption occurs in the world of education, face-to-face learning is carried out 100 percent in schools, as a result of the COVID-19 pandemic. According to Dr. Tedros coronavirus diseases, 2019 (C0VID 19) is a new type of disease that attacks human respiration and can spread quickly. therefore in Indonesia itself, the implementation of learning is done online which has an impact on the intelligence and potential of students.

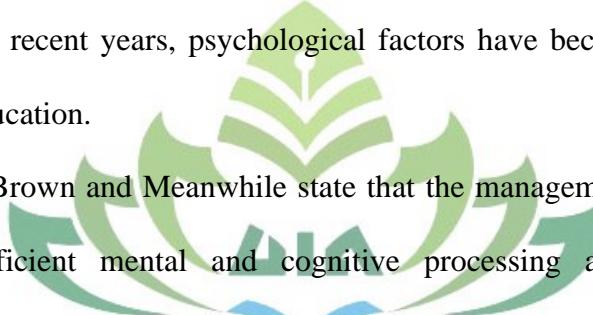


Based on Wang's statement during the pandemic, two things will be affected, namely physical and psychological well-being are the loss of habits and routines and emotional stress. It means the learning process in the pandemic era gave an impact on student's potential especially in learning a second language. Whereas Learners vary enormously in how successful they are in learning a second language. In most of the midst factors contributing to learning English success, including motivation, attitude, or personality types, it seems that one important factor which accounts for success in language learning is the degree of intelligence that individuals process

However, students have different Intelligence in learning a second language. Among all these factors, Goleman defined emotional intelligence as the biggest factor that contributing to learning process because emotional

intelligence more than intelligence account for success in life and education. It means that emotional intelligence is the most factor that was contributed in learning process students' successfully as including abilities emotional intelligence was support than intelligence account students'.

Mehta and Sings have explained Emotional Intelligence refers to the ability to perceive, control and evaluate emotions. It means that emotional intelligence is one of the factors in psychological that students need in learning, especially in the process of understanding a material students' must be able to control emotions and situations to get success in the learning process. In recent years, psychological factors have become viral factors in literacy education.



Inline Brown and Meanwhile state that the management of core emotion control efficient mental and cognitive processing are the factor that contributes to learning second language students successfully. It means that cognitive and emotional control is an important factor in the success of the English learning process by students. Emotional intelligence and cognitive level are two things that complement each other. Because learning is a process of transferring material carried out by the teacher to develop students' potential in learning second language specially in Reading activity.

According to Solso 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. It means reading is one of the most widely employed skills in the existing literature. Based on Lee dan Shute among the reader factors psychological factors are playing a crucial part in the process of reading. In the educational system, a psychological factor that has been widely knowledge by the teacher could be viewed as an important element in assessing a student's academic failure and emotional intelligence was part of it.

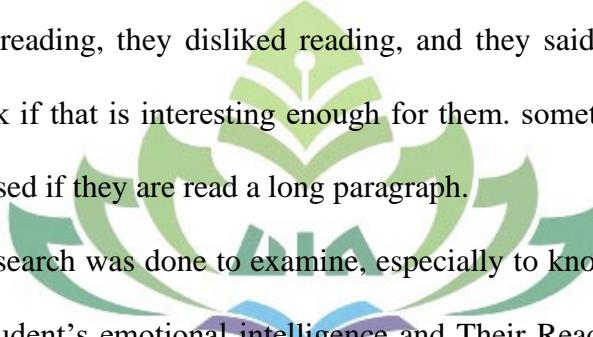
Bryant explained that there is a strong relationship between emotional intelligence and reading comprehension in high school students with learning disabilities. Thus, since in reading in students dent's involve perceptual-cognitive initive stages which are influenced by the emotional intelligence that guide one's thinking and actions. Most students can not control their emotions in the classroom it will distribute them in the reading process.

It can be concluded that indirectly the emotional intelligence is the ability of students to dispfeelingsr emotions and feelings with others to have a good achieve the ent and relation,s. Instudentsactivity the student's need the factor affecting to support them in to comprehend the text, and emotional intelligence was support here. It means emotional intelligence will influence the students' reading comprehension.

Based on the Preliminary Research by interviewing the teacher and some students; Eleventh Grade at SMAN 1 Katibung South Lampung. They were having difficulties in finding implicit meaning. They have difficulty knowing vocabulary so that, they couldn't understand the meaning of the text

and the others are not enthusiastic about reading. They look lazy to follow instructions to read, daydream when the others read, some students prefer to avoid the reading situation. Those explanations were given by the Teacher of eleventh grade in SMAN 1 Katibung South Lampung. some students avoid reading situations.

Furthermore, the students of the eleventh grade at SMAN 1 Katibung South Lampung have some other difficulties in reading text knowing from an interview. They said reading was boring, they added that they can not control their emotion with the condition class. The others said that they did not interest in reading, they disliked reading, and they said that they will only read a book if that is interesting enough for them. sometimes students' also feel depressed if they are read a long paragraph.



This research was done to examine, especially to knowing the correlation between student's emotional intelligence and Their Reading Comprehension in Recount text, this research was taken because in emotional intelligence is one of psychologies factor have become vital factors in literacy education. Inline reading perhaps is one of the most widely employed skills in existing literature. Among the other skills of English, Emotional Intelligence is playing a crucial part in the process of comprehending the text in the reading activity. There are Many studies were investigate the significant correlation between Emotional Intelligence and Reading Comprehension Students.

The first previous study was conducted by Hermawati entitled title “The Correlation Between Emotional Intelligence and Reading

Comprehension Achievement of the Eleventh-Grade Students". The researcher analyzed the questionnaire and reading score to measure the correlation between two variables, based on this study that has a significant correlation between Emotional Intelligence and Reading Comprehension Achievement. Meanwhile, from four aspects of emotional intelligence, emotional management was only one aspect of emotional intelligence that had a correlation and contribution to students' reading comprehension.

The second previous research was conducted by Meysam entitled "The Relationship Between Emotional Intelligence and Language learning strategy Use". Based on this study was conducted to determine the influence of emotional intelligence on the choice of learning strategies. This case has used the questionnaire to measure two variables. Based on This Study it was found that emotional intelligence is significantly correlated at the (>0.001) Level with language learning strategies. Meanwhile emotionally more intelligent students' used more strategies than the end.

The third previous study by Saharudin is titled "Relationship Between Emotional Intelligence and Learning Motivation with English Writing Skills Description Paragraph ". This study was conducted to find the relationship between emotional intelligence and learning motivation with English writing skills description Paragraph. This study used a survey method with a correlation number of 105 students. The instrument used questionnaire and test validated through testing expertise and the data showed that English

writing skills description paragraph can be influenced by emotional intelligence and student's learning motivation.

The fourth previous study by Pishghadam is titled “ A Qualitative Analysis of the Relationship between Emotional Intelligence and Foreign Language Learning”. This study was conducted to examine the role of emotional intelligence in second language learning. this study used instrument documentation were student's scores in reading, listening, speaking, and writing. Based on this study there is has relationship between emotional intelligence and Foreign language learning, because learners have to speak in another language that is not their mother tongue.

The last previous study by Gluten is Titled ” The Relationship between Emotional Intelligence and Productive Language Skills”. This study was conducted to examine the role of emotional intelligence in second language learning and its effect on productive language skills: speaking and writing. This study calculates the data by documentation to collect students' scores in a different skill. Based on this study the data showed that emotional intelligence had a relationship with second language learning.

The similarities between this research with the previous research were about Emotional Intelligence. The First research to find out the correlation between emotional intelligence and reading comprehension Achievement, the second research was to determine the influence of emotional intelligence on the choice of learning strategies. The third research to find out the relationship between emotional intelligence and learning motivation with

english writing skills description Paragraph. The fourth previous research to examine the role of emotional intelligecne in second language learning and the last previous the study examines the role of emotional intelligence in second language learning and its effect on productive language skills: speaking and writing. It means that many similar studies about emotional intelligence have been done.

But they have different focuses on this research about the correlation between Students' Emotional Intelligence and Their Reading Comprehension and the materials of this study were recount text. This research was conducted with the title “ The Correlation Between Emotional Intelligence and Their Reading Comprehension in Recount Text at The Eleventh Grade at SMAN 1 Katibung South Lampung in the academic year of 2020/2021.

B. Identification of the problem

Based on a background of the problem above, this research has identified the problem as follows :

1. The students were not aware of their emotions in reading activity.
2. the students with a high score of emotional intelligence of the eleventh grade at SMAN 1 Katibung students' will have a high score in reading comprehension.

C. Limitation of the Problem

D. Based on the identification of the Problem This research was focused on the correlation between students' emotional intelligence in aspects are self-awareness, self-management, self –motivation, social awareness, social

management, and their reading comprehension in recount text of eleventh grade at SMAN 1 Katibung South Lampung in the academic year 2020/2021

E. Formulation of the Problem

Based on the background of problem, this research formulated the problem as follows:

1. Is there any correlation between students' emotional intelligence and reading comprehension in recount text of the eleventh grade at SMAN 1 Katibung South Lampung in academic year 2020/2021 ?
2. Do grade 12 students of SMAN 1 Katibung who have high scores for emotional intelligence, will have high scores for reading comprehension ?

F. Objective of the Research

By the problem of this research, the objectives of the research as follow :

1. To find out the correlation between students' emotional intelligence and reading comprehension in recount text of the eleventh grade at SMAN 1 Katibung South Lampung in the academic year of 2020/2021
2. And to examine the student's with high score of emotional intelligence of the eleventh grade at SMAN 1 Katibung students' will have high score in reading comprehension too.

G. Significance of the Research

At the end of his research, it is expected that the result of this research can be used as follows :

1. Theoretical Contribution

The result of this research is expected to enrich about emotional intelligence and to help the readers understand their emotional in reading activity.

2. Practical Contribution

a. For Students

After reading this research, it is expected that the students' may understand deeply about emotional intelligence in specific. Especially for aspect of emotional intelligence that was support in learning process successfully. This research was guidance the students' to be aware with their self and support them in reading activity.

b. For another researcher

Hopefully, the result of this is expected to be an inspiration for another researcher who interest to conduct research about emotional intelligence and this research also can help another researcher by providing many references about emotional intelligence

c. For the reader

The result of this research is expected to give new knowledge and understanding for the readers about emotional intelligence and reading comprehension because emotional intelligence is important factor that was include in this research, be more aware with their

emotional hopefully they can find a good strategy to understand the text.

H. Scope of the Research

In This Research, the scopes of the research are :

1. The Subject of the research

The subject of the research was found of the students' the eleventh grade at SMAN 1 Katibung South Lampung .

2. The Object of the research

The object of this research was to examined the correlation between students emotional intelligence and their reading comprehension in recount text.

3. Time of the research

this research was conducted in the academic year of 2020/2021.

4. Research Place

Place of this research was conducted at SMAN 1 Katibung South Lampung .

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at SMAN 1 Katibung South Lampung in the academic year of 2020/2021, this research was conclude as follows:

In the previous chapter this research was analyzed the data statistically, based on statistically analysis, there is Correlation between Emotional intelligence and Their Reading Comprehension in recount text of the eleventh grade at SMAN 1 Katibung South lampung in the academic year of 2020/2021. The significant correlation can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-Tailed) were 0,004 . it is lower than sig $\alpha = 0,05$, it means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) was accepted .

B. Suggestions

Based on the conclusion, this research gave some suggestions as follows :

1. Suggestion for the Teacher

In this research , found out that the correlation between student's emotional intelligence and reading comprehension can be used to develop and motivate student's to understand their self about their emotional. Due to the finding , the theacher should have a good strategy on teaching english. The findings of the present study seem to imply that

teacher still need to be aware with the emotional intelligence of student's specially in reading ability.

2. Suggestion for student's

- a. The students must be prepracticed regularly to have a deeper understanding in reading activity , Good achievement in reading is about how often and interest a person in reading and aware about their strength and weakness also.
- b. The Student's must be aware for their emotional in learning process , because emotional intelligence is one of the most important facto rthat has potential to be used as very useful element and collaborations environments for education

3. Suggestion for further Researcher

- a. The researcher was knowing the relationship between student's emotional intelligence with the ability to understand the type of text recount text. future researcher should conduct the same research with other types of text or English skills.
- b. in this research, to find out the relationship between student emotional intelligence and the ability to understand text in reading for grade 11 high school. researcher should conduct emotional intelligence on further different levels of student's.
- c. futher next research , should be well prepared before learning process in the classroom, and choose appropriate material and strategy while teaching, so the goal of teaching could be achieved.

REFERENCES

- Abdulrezapour, Parisa and Mansoor , (2012) *The Relationship between Emotional Intelligence and Reading Skills among Iranian EFL Learners*, Journal in Innovation in LanguageLearning and Teaching, Kazerun: University of Kazerun
- Alghamdi, Abdullah (2006) ., *The Role of Islamic Values in Developing Emotional Intelligence Skills*, Montana: The University of Montana, Published Dissertation.
- Barenji, Sepindeh,(2010) “*The Relationship between Emotional Intelligence and Students' Achievement in General EFL classes*”, The Journal of Applied Linguistics, Vol. 3(2)
- Belavkin, Roman V., (2007) *The Role of Emotion in Problem Solving*, Nottingham: School of Computer Science and InformationTechnology, University Nottingham.
- Bojovic, M.,(2010) *Reading Skills and Reading Comprehension in English for Specific Purposes*, Serbia: Faculty of Agronomy Cacak,University of Kragujevac, Serbia, 2010.
- Brown, H. Douglas, (2007) *Principle of Language Learning and Teaching 5thEdition*, New York: Pearson Education Cambridge Advance Learners's Dictionary, Third EditionCampbell, Linda and Bruce Campbell, Multiple Intelligences andStudents Achievement, USA: ASCD.
- Carrington, Diane and Helen Whitten, (2009) *Future Directions: PracticalWays to Develop Emotional Intelligence and Confidence in Young People*, Stafford: Network Educational Press, 2005. Carter, Philip, *Test Your EQ*, London: Kogan Page.
- Christensen, Larry (2011), *Research Methods, Design, and Analysis 11 The Edition*, Boston: Pearson Education.
- Creswell, John W (2014) , *Research Design*, California: Sage Publication.
- Dai, David Yun and Robert J. Sternberg (2004) *Motivation, Emotion and Cognition: Integrative Perspectives on Intellectual Functioning and Development*, London: Lawrence Erlbaum Assc, 2004.
- Deutschendorf, Harvey,(2009) *The Other Kind of Smart: Simple Ways to Boost Your Emotional Intelligence for Greater Personal Effectiveness and Success*, New York: AMACOM.

- Eliza, Maithel and Jufri,(2015) *Teaching Reading Comprehension through Group Presentation at Senior High School*, English Literature and Education Department, Indonesia State University.Published Article.
- Fatun, A. Barbara,(2008) *The Relationship between Emotional Intelligence and Academic Achievement* in Elementary-School Children,California: Faculty of the School of Education Learning and Instructions Department, University of San Francisco, 2008.Published Dissertation
- Harmer, Jeremy, (2007) How to Teach English, Exssex: Pearson Longman.
- Husna, Amalia, (2017) *The Correlation between Emotional Intelligence and Foreign Language Anxiety of University Students*, Semarang: English Department, Education and Teacher Training Faculty, UIN Walisongo., Unpublished Thesis.
- Husna, Nida, (2011), *Step by Step to Reading Skills*, Jakarta: English Department Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta. Jarvela, Sanna, Social and Emotional Aspects of Learning, U.K:Elsevier, 2011.
- Bruce and Showers, (2002) *Students Achievement through Staff Development*, New York: Longman.
- Kagan, Jerome, (2007) *Emotion? History, Measures and Meaning*, New York:Vail-Ballou Press.
- Panida and Nutprapha , (2015) “A Study of English Reading Comprehension Sing Content-Based Instruction Approach”, International Journal of Research-Granthaalayah,Vol. 5(1).
- Kim, Kong-Hee, (2012) “Emotion and Strategic Decision-Making Behavior:Developing a Theoretical Model”, International Journal of Business and Social Science.
- Lazarus, Richard S (1991) ., *Emotion and Adaptation*, New York: Oxford University Press.
- Lazarus, Richard S.(1999) *Stress and Emotion*, New York: Springer Publishing Company.
- Mallah, Qassem and Behzad , (2015) “The Relationship between Emotional Intelligence and Reading Skill among Iranian EFL Learners”, *Journal of Language Science and Linguistics*, Vol.3(3).
- Manoli, Polixeni and Papadopoulou,(2012) “Reading Strategies versus Reading Skills: Two Faces of the Same Coin”, International Journal of Social and Behavioral Science, Vol. 46.

- McPheat, Sean, (2010) *Emotional Intelligence*, UK: MTD Training & Venus Publishing.
- Mohammadi, Maryam, (2012) “*The Role of Emotional Intelligence on English Learning as Second Language*”, International Research Journal of Applied and Basic Science, Vol. 3 (9).
- Muhammad, Jaluddin and Jalaluddin, (2013) *Tafsir Al- Jalalain*, Surabaya: Pustaka An-Nisa.
- Nation, I. S. P.,(2009) *Teaching ESL/EFL Reading and Writing*, New York: Routledge.
- Abbas and Narje, (2016) “*How can Students Improve their Reading Comprehension Skills*”, Journal of Studies in Education, Vol.6(2).
- Pandey, Prabhat and Meenu, (2015) *Research Methodology: Tools and Techniques*, Romania: Bridge Center.
- Petel, M. F. and Praveen M. Jain, (2008) *English Language Teachin (Methods, Tools and Techniques*, Jaipur: Sunrise Publisher.
- Pratama, Ananda Yoga,(2010) *The Relationship between Emotional Intelligence and Teenage Aggressivemess*, Jakarta: Faculty of Psychology UIN Syarif Hidayatullah Jakarta. Publish thesis
- Riyadi, Ivan,(2017) *Emotional Intelligence the Perspective of Daniel Goleman and its Relevance in Islamic Education*, Yogyakarta: Sunan Kalijaga State Islamic University Yogyakarta, Published Article