

LOOKING AT THE LINK BETWEEN EMOTIONAL INTELLIGENCE AND READING COMPREHENSION AMONG SENIOR HIGH SCHOOL STUDENTS

M. Ahlan Firdaus

State Islamic University of Raden Fatah, Palembang, South Sumatra

m.ablanfirdaus@gmail.com

Abstract

The main purpose of the present study was to empirically investigate the possible correlation between students' emotional intelligence and their reading comprehension and students' emotional intelligence influences their reading comprehension. The participants in the study were 53 the eleventh grade students of SMA Sandika Banyuasin which were selected from two classes consisting of science and social. Reading comprehension test was done to measure students' reading comprehension by using TOEFL Junior reading comprehension section. Then, USMEQ-i by Yusoff (2010) was administered to the participants to measure their emotional intelligence. SPSS program was run using Pearson Product Moment formula and Regression Analysis to find out the correlation and the influence. The result showed that there was a positive significant correlation between students' emotional intelligence and reading comprehension with $r = .661$. Then, there influenced of students' emotional intelligence on their reading comprehension with 43.7%.

Keywords: emotional intelligence, reading comprehension, correlational research.

Introduction

Reading plays a vital role in the learning process. It is a stepping stone in the walk of knowledge. Its importance is also clear from the very first Quranic revelation, *igra* which means *read*. According to Yilmaz (2012), reading is a receptive skill in which one looks at and attempts to understand what has been written. It is multi-dimensional process that involves the eyes, the brain, and the mouth to comprehend or make meaning from written text (Brassel & Rasinki, 2008). Moreover, it is not only the process of recognition, perception, and interpretation of written materials, but an active one in that it includes the cognitive abilities such as guessing or predicting, checking, and asking questions (Grellet, 1987).

Comprehension is the one of the major purposes of reading (Iqbal, Noor, Muhabat, & Kazemian, 2015). It is recognized as an acquired skill which is focused on the understanding of input. Moreover, in the context of reading, according to Klinger, Vaughn, and Boardman (2007), comprehension can be defined as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It is a complex task, which requires the process of many different cognitive skills and abilities (Oakhill, Cain, & Elbro, 2015). 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 helps students of English as a foreign or second language to become acquainted with the subject area of their field of study and also improve their knowledge of the language (Salehi, Lari, & Rezanejad, 2014). It also widens the mind and gains understanding of the foreign culture (Patel & Jain, 2008).

In Indonesia, the students' reading comprehension is unsatisfying, especially reading comprehension of English. It is concluded by the result of reading ability and English

proficiency of students in Indonesia. Based on the Programme for International Student Assessment (PISA) in 2015, Indonesia students showed poor reading ability which was in rank 69th out of 76 countries was surveyed (Natalia, 2016). Furthermore, based on the English Proficiency Index (EPI) in 2015, the English proficiency of Indonesian people is moderate proficiency in rank 32nd out of 70 countries. Indonesia's score on the worldwide ranking was 52.91, only a negligible increase from 52.74 in 2014. Indonesia has many obstacles in implementing the curriculum and it has something to do with the educational policy including in teaching English as a foreign language (Habibi, Mukminin, Sofwan, & Sulistyono, 2017; Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Prasajo, Habibi, Mukminin, Ikhsan, Taridi, & Saudagar, 2017; Luschei, 2017). 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 (Agustiani, 2016). That becomes a problem for senior high school students because, despite changes in curricular approach, reading has been the dominant skill tested (Aziez, 2011). According to Jafari and Shokrpour (2012) the difficulties of reading come from different sources, such as: poor interpretation of the 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. Nevertheless, the term of intelligence has been unclear and a major source of debate by many researchers (Gabanchi & Rastegar, 2014). Every approach to thinking comes up with its own different perspective and assumptions, often contradicting at least one earlier theory (Pal, Pal, & Tourani, 2004). The former theory of intelligence known by people is Intelligence Quotient (IQ) which just focuses on the cognitive abilities. After that, in 1983, Howard Gardner brought a completely different dimension to the concept of IQ with the theory of multiple intelligences whose divided intelligence into some types. Afterwards, the theory of emotional intelligence appeared and then became famous, which previously has been considered less important in the process of learning (Karbalaee & Sanati, 2015).

Emotional intelligence becomes a buzzword in many fields when Goleman (1995) published the best-selling trade book, *Emotional Intelligence: Why It Can Matter More than IQ*. But, Goleman was not the first man who proposed the concept of emotional intelligence, it was first introduced by Salovey and Mayer (1990) (Jie & Ian, 2012). Afterwards, many experts propose different models of emotional intelligence for different purposes (Bangun & Iswari, 2015). Not only propose different models of emotional intelligence but also experts define emotional intelligence differently. According to Yusoff, Rahim, and Esa (2010), emotional intelligence is the ability to perceive, express, understand, motivate, control and regulate emotion. Meanwhile, Sullivan (2016) mentions that emotional intelligence is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

Emotional intelligence has been considered as the most determining factor people's success in life. It is supported by Abdolrezaipoor (2013) 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. It has been applied in all sorts of fields, especially in education area. Within the context of foreign language learning, emotional intelligence is being applied in educational institutions for language competence (Farooq, 2014). Its importance also has been confirmed by many English teachers and university instructors' finding and studies (Zarezadeh, 2013).

In learning language, emotional intelligence has a correlation with comprehension proficiency because learning a 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 role (Fani, 2015). 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 (Bryant, 2007). 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 (Salovey & Grewal, 2005). In short, it represents abilities that join intelligence and emotion to enhance thought. SMA Sandika is a private school which the tenth and the eleventh grades students learn in the afternoon class. The school uses KTSP for the curriculum and usually in KTSP, schools give 45 minutes in one meeting for important subject, but in SMA Sandika, teachers cut 10 minutes in one meeting in order to make some students who live in faraway can arrive at home before night. It causes the students have insufficient time to learn in school and some people also believe that learn in the morning is more effective than in the afternoon because in the afternoon, students are tired and sleepy (Lestari, 2013). Therefore, students' emotional intelligence in SMA Sandika plays a vital role in their learning process. Based on the informal interview with some students of SMA Sandika, the teachers in SMA Sandika sometimes involve students' emotional intelligence in the learning process, such as giving some advice and motivation. But some students were still not interested in learning English especially reading English text. In learning process, they were not paying attention, sleepy, and also bored. They did not care because they did not understand and they did not want to try to understand. On the contrary, some students were still interested in learning English. They still learnt and did the assignments which the teacher gave them even they did not understand because of lack of vocabulary, difficult to find specific information in reading text and insufficient explanation about the text. Hence, some of them got a poor achievement in reading. Some previous studies have revealed that emotional intelligence had a positive correlation to reading comprehension. Motallebzadeh (2009) claimed there was a strong relationship between emotional intelligence and EFL learners' reading comprehension. Then, Karbalaei and Sanati (2015) found there was a positive relationship between the students' level of reading comprehension and their emotional intelligence. The last, Nurhasnah (2014) also showed there was a significant correlation between emotional intelligence and reading comprehension on narrative text.

On the contrary, Ghabanchi and Rastegar (2014) found there was a small correlation between emotional intelligence and reading comprehension. IQ was more determinative factor in reading comprehension than emotional intelligence. Moreover, Karaman (2012) showed that there is no significant relationship between emotional intelligence and English language performance. In addition, Ronasari (2015) mentioned that there was no significant relation was found between emotional intelligence and reading comprehension. Based on the description above, the researcher wants to explore more about the correlation between emotional intelligence and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin.

Literature Review

Emotional intelligence

Emotional Intelligence (EI) was first introduced by Salovey and Mayor in 1990, which was in essence consistent with earlier research on Ford and Tisak's social intelligence and Gardner's intrapersonal and interpersonal intelligences (Abdolrezapour & Tavakoli, 2012). Then, Braynt (2007) mentions that it was made popular by Daniel Goleman with the 1995 publication of his book, *Emotional Intelligence: Why It Can Matter More than IQ*. Salovey and Mayer (1990) define emotional intelligence as the ability based on feeling and emotion to guide one's thinking and action. Then, Goleman (2009) defines emotional intelligence as abilities which emotions involve in one's action to face problems. It brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense of and navigate the social environment (Salovey & Grewal, 2005). Thus, it represents abilities that join intelligence and emotion to enhance thought.

Many studies have already been conducted concerning emotional intelligence and some of them proposed different models of emotional intelligence. The reason emotional intelligence models differ has to do with the fact that these models were developed by different people for different purposes. Other proponents of emotional intelligence agree that although differences between several major models do exist, there is considerable overlap among them and also many similarities that cannot be ignored (Fani, 2015). Yusoff et al. (2010) proposed the different model of emotional intelligence which is divided into seven domains, as follows:

1. Emotional Control: the ability of self-control from disruptive emotions and impulsive feelings.
2. Emotional Maturity: the ability to facilitate and guide emotional tendencies to achieve and reach intended goals.
3. Emotional conscientiousness: the ability of taking responsibility and maintaining integrity for personal performance.
4. Emotional Awareness: the ability of knowing and understanding one's own and other persons' internal states, preferences, resources and intuitions as well as their effects.
5. Emotional Commitment: the ability of aligning and working with others in a group or organization towards common goals.
6. Emotional Fortitude: the ability of negotiating and resolving disagreements as well as sending convincing messages.
7. Emotional Expression: ability of conveying and adjusting one's emotions, thoughts and behaviors to changing situations and conditions.

Reading comprehension

According to Yılmaz (2012), reading is a receptive skill in which one looks at and attempts to understand what has been written. It is multi-dimensional process that involves the eyes, the brain, and the mouth to comprehend or make meaning from written text (Brassel & Rasinki, 2008). It is not only the process of recognition, perception, and interpretation of written materials, but an active one in that it includes the cognitive abilities such as guessing or predicting, checking, and asking questions (Grellet, 1987). Furthermore, Richards and Schimdt (2010) define reading as the ability to understand the meaning of written text. Reading is often regarded as a twofold process: the first thing involved in reading is to identify and recognize the written symbols (words); next step is to straighten the way for perception and internalization of the meaning. Such is the elaboration of the reading process presented by Dechant (1982) who explains 'word identification' and 'comprehension' as the two stages of the process of reading. Meanwhile, comprehension is defined as reading text with understanding. It is the process of making sense of words, sentences and connected speech (Qanwal & Karim, 2014). Comprehension is the one of the major purposes of reading (Iqbal et al., 2015). According to Klinger et al. (2007), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Similarly, Brassel and Rasinski (2008) mention that reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.

Reading comprehension and emotional intelligence

Reading comprehension is now considered to be a highly complex skill, which involves both lower level processing and higher level processing. It makes slow readers lack enough motivation and self-efficacy for processing target language reading. It causes they cannot get gist of meaning suffering from poor reading comprehension ability (Baharani & Ghafournia, 2015). Therefore, students' emotional intelligence should be developed because according to Downey et al. (as cited in Abdolrezapour, 2013), high emotional intelligence contributes to increased motivation, planning, and decision making, which positively influence academic performance.

Also, experts now believe that success is influenced 20% by IQ and 80% by various factors that constitute a person's character and personality or their emotional intelligence (Abdolrezapour, 2013).

Human is controlled by their emotions. If someone has a good emotional intelligence they can control their emotions and can think clearly. Meanwhile, reading comprehension is a complex task which needs cognitive abilities. Sometimes the readers feel bored of reading text and their mind becomes stop working. It is supported by Bryant (2007) who mentions reading comprehension involves emotional processing. Emotional intelligence represents abilities that join intelligence and emotion to enhance thought. It brings together the fields of emotions by viewing emotions as useful sources of information that help one to make sense (Salovey & Grewal, 2005). Emotional intelligence has a correlation with comprehension proficiency because learning a 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 role (Fani, 2015b).

Methodology

Population, sample, and instruments

The population of study was the eleventh grade students of SMA Sandika Banyuasin which consists of two classes; science and social. The total students were 70 and 53 students were selected as samples in this study. The student's emotional intelligence was identified by using Universiti Sains Malaysia Emotional Quotient Inventory (USMEQ-i) by Yusoff (2010). It consists of 46 items with five possible responses to each statement ranging from 'Not like me' (number 0) to 'Totally like me' (number 4). It based on seven domains of emotional intelligence and faking index. Faking index measures the tendency of respondents to overrate him/herself. Faking index are grouped into 3 groups: low = 0.00 – 2.00; average = 2.01 – 2.99; high = 3.00 – 4.00. If the score of faking index is high it means the result of the respondents is not reliable. it may not show the true colour of the respondent's emotional intelligence. It is supposed to the further analysis such as; counter check with friends' or teachers' opinions regarding the test results and the respondent's characteristics.

USMEQ-i is ready-made questionnaire by Yusoff (2010) and it has been already validated to measure students' emotional intelligence by construct validity (Arifin et al., 2012). For reliability, the Cronbach's alpha coefficient value was 0.96 for overall score of USMEQ-i which administered at four time intervals: 2 months (time 1), 4 months (time 2), 6 months (time 3) and 8 months (time 4) (Yusoff, 2012). The student's reading comprehension was tested by TOEFL Junior reading comprehension section consists of 42 multiple choices questions. It measures student's ability to read and understand academic and non-academic texts written in English. It is the standard test, which is based on through research to ensure the validity, and it reflects best practices in language testing. The reliability coefficient of reading section is .89 and the standard error of measurement of reading section is 10.0.

Data analysis

USMEQ-i questionnaires were initially scored based on the guidelines provided by Yusoff et al. (2010), and then the scores were classified each domain and counted the total of score each domain. After that, the totals were divided by the total items of each domain of the questionnaire. After the score of each domain have revealed, the global score of emotional intelligence was obtained by sum up the total scores of each domain without faking index domain (H) and the score would be divided by 39. Then, TOEFL Junior reading comprehension section scored by the standard scoring system based on SMA Sandika Banyuasin. The correct answer was scored 1 and the incorrect answer was scored 0. The highest score would be 100 and

the lowest would be 0. After the all scores of students' reading comprehension were obtained, the result were classified based on the classification below:

Table 1. The classification of students' reading comprehension score

Score Interval	Category
86 – 100	Very Good
71 – 85	Good
56 – 70	Fair
41 – 55	Poor
0 – 40	Very Poor

Findings

The results of students' emotional intelligence

Based on the descriptive statistics, the range score of USMEQ-i was 1.90, the minimum score was 1.33 and the maximum score was 3.23. Meanwhile, the sum score of the students' emotional intelligence was 137.26 and the mean was 2.5898. This mean score (2.60) indicated that the level of the eleventh grade students' emotional intelligence was average. The result of the distribution of USMEQ-i showed that 15 students were in the high emotional intelligence; 2.81- 4.00. On the contrary, 38 students were in average; 1.21 – 2.80. Meanwhile, there was no student in low emotional intelligence.

The result of students' reading comprehension

Based on the descriptive statistics, the range of TOEFL Junior reading comprehension section score was 36, the minimum score was 31, and the maximum score was 67. Meanwhile, the sum score of the TOEFL Junior reading comprehension section was 2523, and the mean score of TOEFL Junior reading comprehension section was 47.60. This mean score (47.60) indicated that the reading comprehension of the eleventh grade students of SMA Sandika Banyuasin were in the poor category. The result of the distribution of TOEFL Junior reading comprehension section showed that there were no students in very good and good category. On the contrary, there were 7 students were in fair; 13.2 %, 34 students were in the poor; 64.2 %, and 12 students were in very poor; 23.6 %.

The result of normality and linearity tests

The data are interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. Based on the result of normality test; Kolmogorov-Smirnov, both emotional intelligence and TOEFL Junior reading comprehension section results were more than .05. The result of USMEQ-i was .071 ($>.05$) and TOEFL Junior reading comprehension section was .200 ($>.05$) which could be assumed that the data were normal. For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. Based the results, the deviation from linearity between emotional intelligence and reading comprehension (sig) was .328 or higher than .05 which the result could be assumed that it was linear.

Table 2. Correlation analysis result

		USMEQ-i	TOEFL Junior
USMEQ-i	Pearson Correlation	1	,661**
	Sig. (2-tailed)		,000
	N	53	53
TOEFL Junior	Pearson Correlation	,661**	1
	Sig. (2-tailed)	,000	
	N	53	53

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between students' emotional intelligence and reading comprehension

Based on the Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between emotional intelligence and reading comprehension was positive. The correlation coefficient or the r -value (.661) was higher than r -table (.265). Then the level of probability (p) significance (sig.2-tailed) was .000. It means that p (.000) was lower than .05. Thus, there was a significant correlation between the students' emotional intelligence and their reading comprehension.

The influence of students' emotional intelligence on reading comprehension

The results indicated that the students' emotional intelligence influenced reading comprehension significantly with t_{value} (6.290) was higher than t_{table} (2.008) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between students' emotional intelligence toward reading comprehension. The details are following:

Table 3. The regression analysis result

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	12,609	5,628		2,241	,029
	USMEQ-i	13,512	2,148	,661	6,290	,000

a. Dependent Variable: TOEFL Junior

In addition, to know the percentage of emotional intelligence influenced on speaking achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .437. It means that students' emotional intelligence gave significant effect in the level of 43.7 % toward reading comprehension, and 56.3% was unexplained factors value. The details are following:

Table 4. Model summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,661 ^a	,437	,426		6,160

a. Predictors: (Constant), USMEQ-i

b. Dependent Variable: TOEFL Junior

Discussions

First, based on the result of Pearson Product Moment Correlation, it was found that there was a positive and a significant correlation between reading comprehension and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin ($r = .661$). The correlation was positive which probably indicated that when the score of students' emotional intelligence tends to increase the score of their reading comprehension also tends to increase, despite students' emotional intelligence gave a small influence in their result of reading comprehension achievement. From the result, their emotional intelligence may be have a correlation with the way they did the reading comprehension test such as build attention, promote motivation, and also likely activate their will to finish the test even their capabilities are not good enough. However, the result is consistent with the previous theoretical and empirical studies.

The result of this research is supported by Motallebzadeh (2009) who found that there was a positive relationship between emotional intelligence of Iranian EFL learners and their reading comprehension. One reasonable explanation for the contribution of emotional intelligence to participants' better performance on the reading comprehension achievement test could be advanced with reference to the cognitive accounts of the process of reading comprehension, which conceives of it as involving both lower level and higher level processing. Higher level processing deals with a reader's ability in assembling clause-level information into a text model of their own understanding and is related to their potential to build an interpretation of the text that is consistent with their goals, attitudes, and background knowledge. Since learners' emotional intelligence and cognitive functioning are closely interrelated, it may be that learners with higher level of emotional intelligence would be able to carry out higher level processing (and hence read) both more effectively and efficiently because emotional intelligence represents abilities that join intelligence and emotion to enhance thought (Abdolrezapour & Tavakoli 2012).

It is also in line with Karbalaei and Sanati (2014) who found that there was a positive strong relationship between emotional intelligence and reading comprehension of Iranian students. The reasonable explanation for the result of study is reading comprehension involves emotional processing (Bryant, 2007). As the result, emotional intelligence brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense (Salovey & Grewal, 2005). Furthermore, positive emotions also influence learning by affecting students' attention, motivation, use of learning strategies and self-regulation of learning (Pekrun, 2014).

The results of this research also corroborate to the result of Nurhasnah (2014) who found that there was significant positive correlation between students' emotional intelligence and their reading comprehension of eighth grade students at Islamic Junior High School Sawah Kamapar Regency. According to Fani (2015), it is no wonder, though, that emotional intelligence have a correlation with comprehension proficiency because learning a 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 role.

On the contrary, this study has different result from Ghabanchi and Rastegar (2014) who investigated the correlation between emotional intelligence, intelligence quotient, and reading comprehension. They found that emotional intelligence has a weak correlation with reading comprehension. IQ was stronger than EI. Meanwhile, Karaman (2012) found there was no correlation between emotional intelligence and English language performance. The further analysis found that emotional intelligence was not significant correlation with reading comprehension. Afterwards, Ronasari (2015) also found there was weak but not significant correlation between emotional intelligence and reading comprehension. The study found that

students' emotional intelligence in English education FKIP PGRI was average and reading comprehension was in very good category.

Meanwhile, the result of R Square (43.7) indicated that emotional intelligence gave 43.7 % influence on reading comprehension. This result in part with Motallebzadeh (2009) who found that the regression analysis for the significant level, it means that reading comprehension more influenced by emotional intelligence level. It is supported by Dehkordi and Bidabadi (2015) who mention that emotional intelligence can have an effect on the EFL learners' reading comprehension ability. Moreover, Zarezadeh (2013) claimed that emotional intelligence affects English language learning. That is likely happened because emotional Intelligence (EI) is a necessary component of any educational community (Elias, 2004, as cited in Fatum, 2008). Furthermore, Downey et al. (2008) (as cited in Abdolrezapour, 2013) find that high emotional intelligence contributes to increased motivation, planning, and decision making, which positively influence academic performance. In addition, Soureshjani and Naseri (2011) mention emotions control the will to activate or shut down the cognitive functions. If students are not willing to learn, they either will not learn much, or they will not use their maximum capacity to perform well.

Conclusion

Based on the analysis, this research found a positive significant correlation and emotional intelligence gave an influence to reading comprehension which indicated that emotional intelligence is important for students in their learning English, especially reading comprehension. Therefore, students have to be aware, explore and improve their emotional intelligence. Furthermore, teacher should aware of students' emotional intelligence and also involve it in the process of learning.

References

- Abdolrezapour, P. (2013). The relationship between emotional intelligence and EFL learners' writing performance. *Procedia - Social and Behavioral Sciences*, 70, 331-339.
- Abdolrezapour, P., & Tavakoli, M. (2010). The relationship between emotional intelligence and EFL learners' achievement in reading comprehension. *Innovation in Language Learning and Teaching*, 6(1), 1-13.
- Agustiani, M. (2016). The effects of DRTA and LC strategies on students' reading comprehension achievement of narrative texts based on English score levels. *Journal of English Literacy Education*, 3(2), 111-124.
- Arifin, W. N., Yusoff, M. S. B., & Naing, N. N. (2012). Confirmatory factor analysis (CFA) of USM emotional quotient inventory (USMEQ-i) among medical degree program applicants in Universiti Sains Malaysia (USM). *Education in Medical Journal*, 4(2), 26-44.
- Aziez, F. (2011). Examining the vocabulary levels of Indonesia's English national examination texts. *Asian EFL Journal. Professional Teaching Articles*, 51, 17-29.
- Baharani, B., & Ghafournia, N. (2015). The impact of multimodal texts on reading achievement: a study of Iranian secondary school learner. *International Journal of Applied Linguistics & English Literature*, 4(4), 161-170.
- Bangun, Y. R., & Iswari, K. R. (2014) Searching for emotional intelligence measurement in Indonesia context with innovative approach. *Procedia - Social and Behavioral Sciences*, 169, 337-345.
- Brassel, D., & Rasinski, T. (2008). *Comprehension that works, taking students beyond ordinary to deep comprehension*. Huntington Beach, CA: Shell Education.

- Bryant, H. C. (2007). *The relationship between emotional intelligence and reading comprehension in high school students with learning disabilities. Dissertations.* (Graduate's Dissertations). Andrews University, Michigan, United States.
- Dechant, E.V. (1982). *Improving the teaching of reading.* New Jersey, NJ: Prentice-Hall, Inc.
- Dehkordi, B. M., & Bidabadi. F. S (2015). Relationship between Iranian EFL learners' reading strategy use and emotional intelligence. *International Journal of Foreign Language Teaching & Research*, 3(9), 36-43.
- Fani, T. (2015a). Reading comprehension performance viewed in the light of Bar-on's emotional intelligence scales and subscales. *International Journal of Innovation and Research in Educational Sciences*, 2(3), 2349–5219.
- Fani, T. (2015b). Factors affecting English reading comprehension ability: investigating the role of EI, gender, and major. *The IRES 4th International Conference*, 59-63.
- Farooq, M. U (2014). Emotional intelligence and language competence: a case study of the English language learners at Taif University English language centre. *Studies in Literature and Language*, 8(1), 6-19.
- Fatum, B. A. (2008). *The relationship between emotional intelligence and academic achievement in elementary-school children.* (Doctoral's Dissertations). University of San Francisco, San Francisco, United States.
- Ghabanchi, Z., & Rastegar, R. (2014). The correlation of IQ and emotional intelligence with reading comprehension. *The Reading Matrix*, 14 (2), 135-144.
- Goleman, D. (2009). *Emotional intelligence: Why it can matter more than IQ.* London, Great Britain: Bloomsbury Publishing Plc.
- Grellet, F. (1987). *Developing reading skills.* Cambridge, Great Britain: Cambridge University Press.
- Habibi, A., Mukminin, A., Sofwan, M., & Sulistiyo, U. (2017). Implementation of classroom management by English teachers at high schools in Jambi, Indonesia. *Studies in English Language and Education*, 4(2), 172-189.
- Habibi, A., Mukminin, A., Riyanto, Y., Prasajo, L.D., Sulistiyo, U., Saudagar, F., & Sofwan, M. (2018) Building an online community: Student teachers' perceptions on the advantages of using social networking services in a teacher education program. *Turkish Online Journal of Distance Education*, 19 (1), 46-61.
- Iqbal, M., Noor, M., Muhabat, F., & Kazemian, B. (2015). Factors responsible for poor English reading comprehension at secondary level. *Communication and Linguistics Studies*, 1(1), 1-6.
- Jie, L., & Lan, W. R. (2012). The role of EQ in EFL students' foreign language learning. *Sino-US English Teaching*, 9(11), 1686-1694.
- Jong, H. N. (2015, November 6). RI suffers setback in English proficiency. *The Jakarta Post*.
- Karaman, E. (2012). *Turkish undergraduate students' emotional intelligence and their performance on English language test.* (Undergraduate's Thesis). Eastern Mediterranean University, Gazimağusa, North Cyprus.
- Karbalaei, A., & Sanati, F. (2015). The study of the relationship between emotional intelligence, reading motivation, and anxiety with reading comprehension among Iranian EFL learners. *International Journal of English Language and Literature Studies*, 4(4), 171-183.
- Klinger, J. K., Vaughn, S., & Boardman. (2007). *Teaching reading comprehension to students with learning difficulties.* New York, NY: The Guilford Press.
- Lestari, I. (2013). Pengaruh waktu belajar dan minat belajar terhadap hasil belajar matematika. *Jurnal Formatif*, 3(2), 115-125.
- Luschei, T. (2017). 20 Years of TIMSS: Lessons for Indonesia. *Indonesian Research Journal In Education |IRJE|*, 1 (1), 6-17.
- Mayer, J. D., Roberts, R. D., & Barsade, S.G. (2008). Human abilities: emotional intelligence. *Annual Review of Psychology*, 5, 507–536.

- Motallebzadeh, K. (2009). The relationship between the emotional intelligence of Iranian EFL learners and their reading comprehension and structural ability. *Journal of Teaching English as a Foreign Language and Literature*, 1(4), 39-55.
- Mukminin, A., Rohayati, T., Putra, H. A., Habibi, A., & Aina, M. (2017). The Long Walk to Quality Teacher Education in Indonesia: Student Teachers' Motives to become a Teacher and Policy Implications. *Elementary Education Online*, 16(1), 35-59.
- Natalia, M. D. (2016, 22 March). Penelitian terbaru: dari 76 negara, minat baca siswa Indonesia peringkat ke-69. *Harian Jogja*. Retrived from: <http://www.harianjogja.com/baca/2016/03/22/penelitian-terbaru-dari-76-negara-minat-baca-siswa-indonesia-peringkat-ke-69-703442>.
- Nurhasna. (2014). *The correlation between students' emotional intelligence and their reading comprehension at islamic junior high school Sawah Kampar regency* (Undergraduate's Thesis). State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, Indonesia.
- Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension*. New York, NY: Routledge.
- Pal, H. R., Pal, L., & Tourani, P. (2004). Theories of intelligence. *Everyman's Science*, XXXIX(3), 181-193.
- Patel, M. F., & Jain, P. M. (2008). *English language teaching (methods, tools & techniques)*. Jaipur, India: Sunrise Publishers & distributors.
- Pekrun, R. (2014). *Emotions and learning*. Belley, France: Gonnet Imprimeur.
- Prasojo, L. D., Habibi, A., Mukminin, A., Muhaimin, Ikhsan, Taridi & Saudagar, F. (2017). Managing Digital Learning Environments: Student Teachers' Perception on the Social Networking Services Use in Writing Courses in Teacher Education. *The Turkish Online Journal of Educational Technology*, 16 (4), 42-55.
- Qanwal, S., & Karim, S. (2014) Identifying correlation between reading strategies instruction and L2 text comprehension. *Journal of Language Teaching and Research*, 5(5), 1019-1032.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London, Great Britain: Pearson.
- Ronasari, N. (2015). *The correlations among emotional intelligence, gender and reading omprehension of English education study program students of FKIP PGRI university Palembang*. (Magister's Thesis). Sriwijaya University, Palembang, Indonesia.
- Salehi, M., Lari, Z., & Rezanejad, A. (2014). The effects of gender and genre on language learners' reading comprehension ability. *Education Journal*, 3(5), 266-271.
- Salovey, P., & Mayer, J. (1990). Emotional intelligence, imagination and cognition, and personality. *Educational Psychologist*, 9, 185-211.
- Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *American Psychological Society*, 14(6), 281-285.
- Soureshjani, K. H., & Naseri, N. (2011). An investigation into the relationship between self-esteem, proficiency level, and the reading ability of Iranian EFL language learners. *Journal of Language Teaching and Research*, 2(6), 1312-1319.
- Sullivan, K. (2016). *50 effective ways to improve communication skills, EQ and mastering your emotions*. North Charleston, SC: CreateSpace Independent Publishing Platform.
- Yilmaz, C. (2012). An investigation into Turkish EFL students attributions in reading comprehension. *Journal of Language Teaching and Research*, 3(5), 823-828.
- Yusoff, M. S. B., Rahim, F. A., & Esa, A. R. (2010). *The USM Emotional Quotient Inventory (USMEQ-i) Manual*. Kelantan, Malaysia: KKMED Publications.
- Yusoff, M. S. B. (2012). Stability of USMEQ-i in measuring emotional intelligence in medical students. *ASEAN Journal of Psychiatry*, 13(1), 1-6.
- Zarezadeh, T. (2013). The effect of emotional intelligence in English language learning. *Procedia - Social and Behavioral Sciences*, 84, 1286-1289.