

CHAPTER I

INTRODUCTION

This chapter mainly focuses on the research background, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies.

A. Background

This study aims to determine the relationship between emotional intelligence and reading skill achievement. This study intends to investigate the impact of emotional intelligence on EFL students' reading achievement in English themes for three reasons. First, consider how emotional intelligence affects learning. Second, in learning, analyze kids' reading skills. Third, investigate the relationship between emotional intelligence and kids' reading abilities. Furthermore, prior research indicates this study gap.

This study investigates the impact of Emotional Intelligence on English acquisition. According to Suwarno, Syahrial, and Harahap (2016, p. 5), "Affective variables might influence the success of language learning favorably or detrimentally." Conquering anxiety, which is a component of emotional intelligence, improves language acquisition performance." As a result, pupils' effective development in learning English is a realistic reaction to their learning obstacles. As a result, emotional intelligence might impact the learning process. English subjects are taught to students.

Emotional intelligence is also one of the essential variables to be applied because it can increase students' learning motivation. In addition, people who have emotional intelligence and apply it will be better able to control themselves and solve problems well. Several previous studies have shown that emotional intelligence can positively influence the learning process. In addition, emotional intelligence can also be correlated with other variables because it can be placed in various aspects.

This study will also look at pupil reading achievement. Reading ability is one of the most crucial parts of English lessons. Reading is an activity that allows you to get information and knowledge. According to Bouhedjam (2015), reading is an essential learning method because it is linked to literacy and the development of civilization. Furthermore, reading is an essential component that language learners must learn, according to Dewi and Rakhmawati (2021, p48). As a result (Anderson, 2015), reading is a critical component of academic success and personal growth.

In learning English, reading is one of the critical indicators. Students' understanding can measure the success or failure of learning. This understanding can be obtained from reading, but many people quickly feel bored when reading. Therefore, in this study, the researcher wanted to analyze whether there was a correlation between emotional intelligence and students' reading achievement in the English learning process.

This study discovered that students' learning motivation could lead to low reading achievement in grade 10 Social Studies 2 at SMA KP 3 Paseh. First, the school's geographical location in rural areas leads students to low learning motivation. Furthermore, contextual variables impede learning because children are not accustomed to reading English literature. These characteristics enable students to encounter difficulties during the learning process. As a result, teachers and students need help increasing their English reading skills since kids are unmotivated while learning and are nervous and insecure.

Thus, the goal of this study will be to examine the relationship between emotional intelligence and reading achievement in children in class X-IPS 2 SMA KP 3 Paseh. According to prior research, emotional intelligence has a substantial effect. Furthermore, according to Mayer and Salovey (2001), it can boost a person's motivation because emotional intelligence plays a significant role in human psychology. As a result, the relationship between the two variables will be investigated in this study. Furthermore, this study employs correlation analysis on students from class X IPS 2 SMA KP 3 Paseh.

B. Research Questions

This study aimed to see if emotional intelligence can influence students' reading achievement while learning English. As a result, he posed three concurrent research questions about the relationship between EFL students' reading achievement and emotional intelligence in English classes. As a result, three research questions were developed:

1. How is students' emotional intelligence in learning English?
2. How is students' English reading achievement?
3. Is there any correlation between emotional intelligence and reading achievement in EFL students?

C. Research Purposes

This study focuses on the correlation between emotional intelligence and reading achievement of EFL students while learning English. This study investigates three research topics about whether the variables are correlated or not. First, this study aimed to determine EFL students' emotional intelligence in learning English. Second, to determine the reading ability of EFL students when they study English. Third, to find out the relationship between the emotional intelligence of EFL students and the improvement of reading skills of 10th graders of SMA KP 3 Paseh.

D. Research Significances

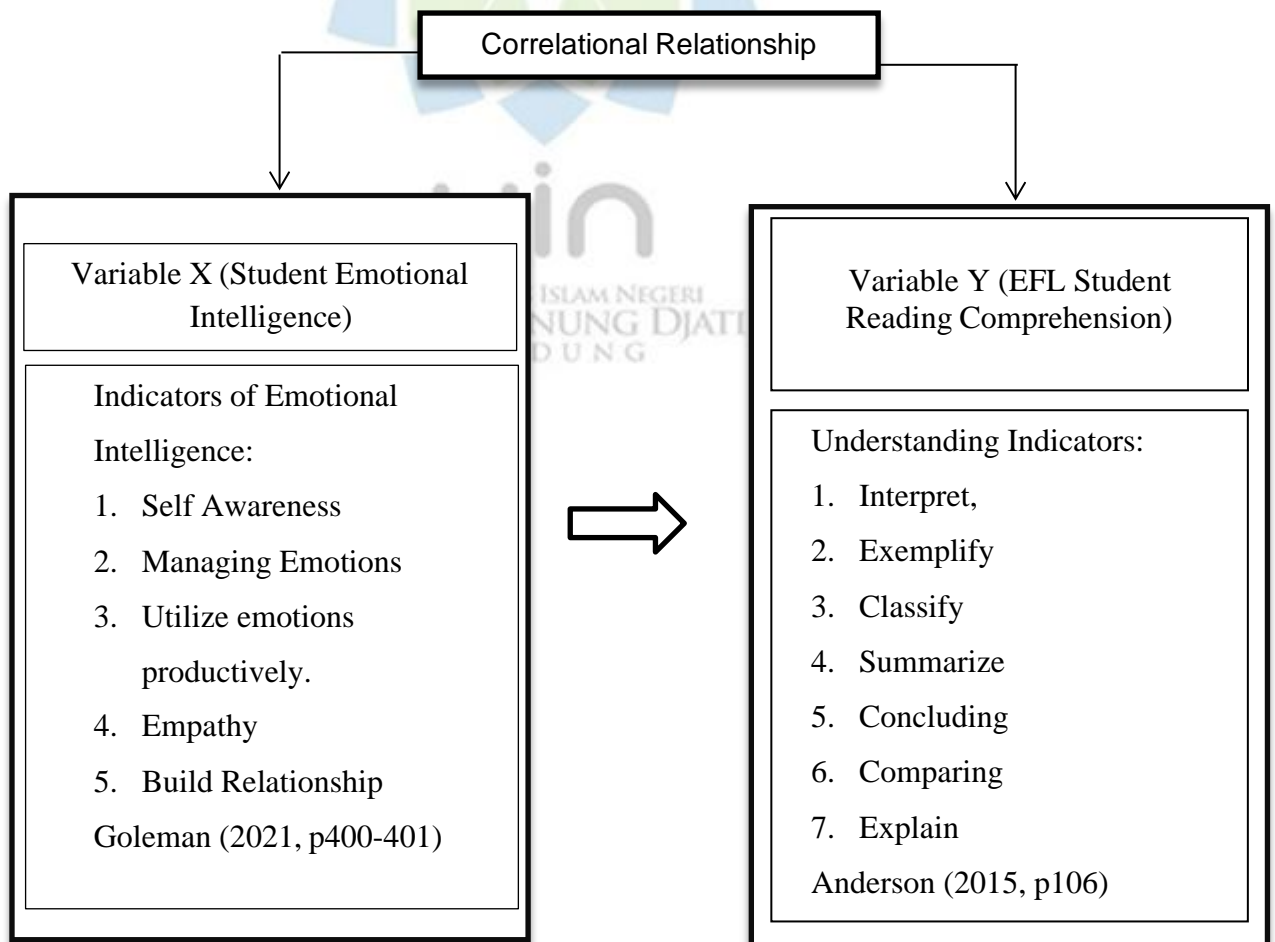
This research aims to examine the impact of emotional intelligence on students' reading achievement in English classes. It leads to the research's theory and practice. First, theoretically, this study provides specific knowledge about the role of emotional intelligence in reducing EFL students' reading achievement in English subjects. It can help support and supplement research ideas relevant to the research topic. Second, by using emotional intelligence, the teacher can improve a positive classroom environment, improve EFL students' reading achievement in the English learning process, and meet subject achievement indicators.

E. Research Scope

This research includes the subject, object, and research site to the scope of the study. First, the subject is the 10th-grade students at SMA KP 3 Paseh. Second, this research aims to determine the impact of emotional intelligence on the process of learning English, as well as the relationship between emotional intelligence and reading achievement in EFL students. Third, this study is conducted at SMA KP 3 Paseh, a private high school in Bandung, Indonesia.

F. Conceptual Framework

The purpose of this study is to investigate the impact of Emotional Intelligence on students' reading achievement in EFL English Learning. The conceptual framework investigated in this study is the impact of emotional intelligence on EFL students' reading achievement when learning English. The framework of ideas in this research is shown in Table 1.1 below:



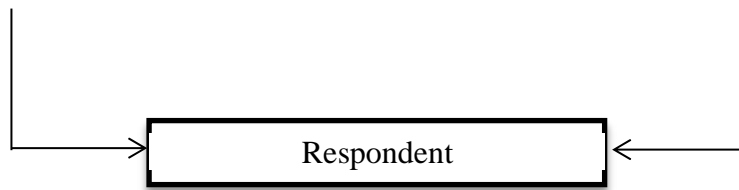


Table 1.1 Schematic Framework of Thinking

This study focuses on the emotions of EFL students while learning English and examines the factors that lead to a rise in students' reading achievement. Emotional intelligence is one characteristic that influences EFL students' reading achievement. Mayer and Salovey (1997) describe emotional intelligence as the ability to recognize, evaluate, and express emotions. Moreover, Wuwung (2020) defined Emotional intelligence refers to a person's ability to understand the meaning and emotional ties and find the best reasons to solve problems. Furthermore, due to variances in comprehension, motivation, and memory methods, some students reported boredom and laziness, hampered their reading progress while learning English.

This study aims to investigate the association between emotional intelligence and reading achievement in class X SMA KP 3 Paseh. Emotional intelligence research talents are identical to general cognitive abilities. However, individuals differ in their cognitive ability to identify, analyze, and manage emotions in the same manner as in their numerical reasoning or spatial awareness. As a result, Mayer, Salovey, Caruso, and Sitarenios (2001), emotionally intelligent children can recognize their own emotions, manage their emotions, encourage themselves, comprehend the feelings of others, and see things as positive, which improves kids' reading comprehension. Meanwhile, students who lack emotional intelligence have unstable emotions, which impairs their degree of understanding during the learning process.

According to the researcher, several students reported reading difficulties. Reading is more than just reading the writing; it is also reading with more profound knowledge and deriving its meaning from the reading. According to Santika (2017, p41), reading is a receptive talent or willingness to receive written language because

the reader attempts to accept the author's knowledge. However, students can become bored and lazy if they are required to read a long text and instantly hunt for terms that connect to what they are looking for in the long paragraph text. If the problem persists, it will harm students' reading performance.

Emotional intelligence is critical in the context of learning. According to Boyatzis (2000), someone who understands emotional intelligence will be influential in controlling emotions. It could be a stimulus for lowering students' fears about eliciting emotions and enhancing students' comprehension. Furthermore, it is pertinent to current research, which attempts to establish the role of emotional intelligence in reading accomplishment. This study contends that learning emotional intelligence can help teachers create a constructive classroom climate in SMA KP 3 Paseh 10th-grade students and improve students' reading comprehension.

G. Previous Studies

This study aims to determine the relationship between emotional intelligence and reading achievement of EFL students. There has been some previous research on emotional intelligence relating to this question. However, previous research has been conducted in Indonesian and non-Indonesian environments. Moreover, this previous study lends credence to this study.

Two studies in an Indonesian setting have examined the relationship between emotional intelligence and students' English learning. Harnany and Nurjati (2017) analyzed the effect of emotional intelligence using a survey approach combined with a random sample strategy. Increased enthusiasm for learning affects learning outcomes in English in two private Madrasah Aliyah in Kebon Jeruk District. Furthermore, it was found that emotional intelligence has a significant effect on students' English learning outcomes and that learning motivation directly affects students' English learning outcomes.

Second, Fergiana (2010) uses a correlational study to determine whether there is a relationship between the variables of self-efficacy, belief, and motivation in learning English at the Psychology Faculty of UIN Sunan Gunung Djati Bandung.

There is a relationship between self-efficacy and students' anxiety when speaking English. In addition, there is a relationship between students' confidence and nervousness, which reduces anxiety.

This study relates to correlational research because it focuses on reducing student anxiety through emotional management. This study combines findings from two previous studies in a non-Indonesian context. First, Mayer and Salovey (2001) examined the effect of emotional intelligence on intelligence criteria using a case study technique. It was found that emotional intelligence has a significant influence and can help reduce one's anxiety because emotional intelligence plays a vital role in human psychology. In addition, this research is necessary because it examines the effect of emotional intelligence on a person's emotions and their ability to understand English.

Second, Mayer and Salovey (2016) updated the idea of emotional intelligence by using case study techniques. It was found that emotional intelligence plays a vital role in understanding emotions, enabling mind operations through emotions, understanding emotions, and controlling emotions. This study is similar to this study which examined the effect of emotional intelligence on emotional capacity in reducing anxiety during the learning process. Several previous studies have used various approaches, given the conclusions above. The researchers concluded from some of these studies that there is a correlation between emotional intelligence and the factors that influence it. Thus, it becomes a gap in this research.

The researchers concluded from these studies that there is a correlation between emotional intelligence and the factors that influence it. So it becomes a gap in this research. Therefore, after the researchers read several references, the researchers found a gap in this study that emotional intelligence is one of the variables that can affect other variables. For example, previous studies showed a correlation between emotional intelligence and student achievement, the work of employees, and others. So in this study, researchers want to analyze other more specific variables. Is there any correlation between emotional intelligence and reading achievement of EFL students?