

**THE CORRELATION BETWEEN STUDENT'S
EMOTIONAL INTELLIGENCE AND THEIR
ACHIEVEMENT IN READING COMPREHENSION
(A Study at the Tenth Grade Science Students of SMA NU
01 Penawaja Tegal in the Academic Year of 2017/2018)**

A FINAL PROJECT

Submitted in Partial Fulfilment of the Requirement for
The Degree of Bachelor of Education in
English Language Education Department



By:

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is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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ABSTRACT

Title : **The Correlation between Students' Emotional Intelligence and Their Achievement in Reading Comprehension**

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Theory of emotional intelligence has been proven to contribute to the teaching and learning process and increase students' achievement. Goleman stated that smart students do not depend on only the cognitive intelligence called intellectual quotient, but also depend on how they can control and manage their emotions, because IQ only contributes 20% to the factor that determine life success and the rest 80% is something else. This research aimed at investigating how the students' emotional intelligence was, how the students' achievement in reading comprehension was and there was or no significant correlation between emotional intelligence and achievement in reading comprehension of tenth grade science students of SMA NU 01 Penawaja Tegal. This study was conducted at SMA NU 01 Penawaja Tegal. Thirty nine of all of tenth science students participated in this study. In the process of collecting data, there were two primary instruments were used. Emotional intelligence scale used to measure the students' emotional intelligence, while reading test used to know the achievement of students in reading comprehension. Then, there were two secondary instruments were used to verify the validity of the answer of emotional intelligence scale. The result among emotional intelligence scale, observation, and interview were almost same. It means that the differences answers of those three methods were not too far. It is proved that the students' answer on the scale close to their real condition. The statistical measurement of emotional intelligence showed that students' emotional intelligence at good category and this result can be accepted to further analysis. In addition, the result of reading test showed that the quality of students' achievement in reading comprehension were in good category too. It was required from the

statistical calculation. Analysis by Pearson Product-Moment Correlation revealed that there was correlation between students' emotional intelligence and their achievement in reading with r -obtained (0.851). While r -table with 5% significance level was 0.531. Because r -obtained (0.851) was bigger than r -table (0.531), it means that the correlation was significant. At last, if students' emotional intelligence was high, the achievement in reading would high too. Equally, if students' emotional intelligence was low, the achievement in reading was low too.

Keywords: Emotional Intelligence, Reading Comprehension, Students' Achievement

DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Khumaidi and Mrs. Rodiyah who have already prayed and supported for my success, and advised me all the time
2. My beloved brother, Hadi Winarto, S. H, who always help and motivate me to succeed.
3. My beloved Almamater UIN Walisongo Semarang

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

{الانشراح}¹

“So verily, with every difficulty, there is relief. Verily, with every difficulty there is relief.”²

“Knowing is not enough; we must play. Wishing is not enough; we must do”³

“Never stop before finishing what I already begun. Keep moving on and don't worry”

¹ Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, p. 569

² Abdullah Yusuf Ali, *The Holy Quran (Koran)*, p. 320

³ A quote by Johann Wolfgang Von Goethe (A writer from Germany)

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Assalamualaikum Wr. Wb

All praises are belonged to Allah SWT, the most merciful and the most gracious, who never stop giving blessings to all of His creatures. Sholawat and salam are always dedicated to our beloved prophet, the last prophet, Muhammad SAW who had brought us from stupidity to cleverness.

I realize that this final project cannot be completed without the help of others. Many people who already helped me during the writing process of this thesis and it would be impossible to mention one by one of all them. I wish, nevertheless, to give my sincerest gratitude and appreciation to all persons until this thesis can be finished completely. The Correlation between Students' Emotional Intelligence and Their Achievement in Reading (A Quantitative Study at the Tenth Grade Students of SMA NU 01 Penawaja Tegal in the Academic Year of 2107/2018) is a thesis for readers who want to know the relationship between emotional intelligence and reading achievement. The emotional intelligence may influence students' achievement in reading.

Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. H. Raharjo, M. Ed, St as the Dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang

2. Dr. H. Ikhrom, M. Ag as the Head of English Education Department
3. Nadiah Ma'mun, M. Pd and Daviq Rizal, M. Pd as advisors of this research. I would like to thank a lot for their generous invaluable advice and positive direction and also their time throughout the entire writing process. I owe much gratitude to them and I would not have come this far without them and their continuous support.
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5. Hj. Mufrikha, S. Ag. as the headmaster of SMA NU 01 Penawaja Tegal who had given permission to conduct this study. The English teachers, Ahmad Rosidi, S. Pdi., and Bambang, S. Pd. big thanks to all the time.
6. My dear parents (Khumaidi and Rodiyah), who have supported me without dissent for the full of my life. Their love and encouragement have enable me to finish this work. I thank to them sincerely with all my heart.
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9. All of my friends in PBI C 2014 who cannot be mentioned one by one, you all are great friends. Thanks for supporting me.
10. My El-Chumairah family in Raudhatut Thalibin Islamic boarding house, Tugurejo.

Finally, I as the researcher hope this thesis is useful for the readers and beneficial for the English teaching and learning process. However, the researcher fully realizes that it is far from being perfect. Therefore, any criticism, ideas and suggestions for its improvement will be greatly appreciated.

Semarang, 03rd December 2018

The Researcher,

Ulfatun Khasanah

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TABLE OF CONTENTS

Cover	i
Thesis Statement	ii
Ratification	iii
Advisor Note	iv
Abstract	vi
Dedication	viii
Motto	ix
Acknowledgement	x
Table of Contents	xiii
List of Table	xvi
List of Appendices	xvii

CHAPTER I : INTRODUCTION

A. Background of the Research	1
B. Research Questions	7
C. Objectives of the Research	7
D. Reasons for Choosing the Topic.....	8
E. Limitation of the Research	9
F. Pedagogical Significances	9

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Literature Review	
1. Emotional Intelligence	11
a. Introduction	12

b. The Components of Emotional Intelligence	17
2. Students' Achievement	22
3. Reading	24
a. Introduction	24
b. Reading Comprehension	25
c. Reading Skills	27
4. The Correlation between Emotional Intelligence and Reading Comprehension Achievement.....	29
B. Previous Research.....	30
C. Hypothesis	35

CHAPTER III : RESEARCH METHOD

A. Research Design	37
B. Population and Sample	
1. Population	38
2. Sample	38
3. Variable and Indicator	39
C. Data Collection Technique	
1. Documentation	41
2. Test	41
3. Observation	42
4. Interview	42
D. Data Analysis Technique	
1. Introductory Analysis	44
2. Hypothesis Analysis	45

3. Final Analysis	46
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CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION

A. Emotional Intelligence of Tenth Grade Science Students of SMA NU 01 Penawaja Tegal	
1. The Result of Emotional Intelligence Scale.....	47
2. The Observations' Result of Students' Emotional Intelligence	54
3. The Interview Result of Students' Emotional Intelligence	57
B. Reading Comprehension Achievement of Tenth Grade Science Students of SMA NU 01 Penawaja Tegal ...	60
C. The Correlation between Students' Emotional Intelligence and Their Achievement in Reading Comprehension	64
D. Discussion	67

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	69
B. Suggestions	70
C. Closing	71

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 4.1	The Result of Students' EI level	48
Table 4.2	The Result of Emotional Intelligence scale	49
Table 4.3	Frequency distribution of students' EI	50
Table 4.4	The Quality of Students' EI	54
Table 4.5	Students' Score in Reading Test	61
Table 4.6	Frequency Distribution of Reading Achievement	62
Table 4.7	Students' Quality in Reading Comprehension Achievement ...	64
Table 4.7	Summary of Hypothesis Test	66

LIST OF APPENDICES

- Appendix 1 : Students' Name of Study**
- Appendix 2 : Result of Students' Emotional Intelligence**
- Appendix 3 : Students' Score in Reading Test**
- Appendix 4 : Indicators of Emotional Intelligence Scale**
- Appendix 5 : Instrument 1**
- Appendix 6 : Instrument 2**
- Appendix 7 : The Validity Test of EI Scale**
- Appendix 8 : The Validity Test of Reading Instrument**
- Appendix 9 : The Result of EI Scale and Reading Test of Students**

- Appendix 10 : Observation Guidelines**
- Appendix 11 : Observation Checklist**
- Appendix 12 : Interview Guidelines for Students**
- Appendix 13 : The Transcript of Interview**
- Appendix 14 : Documentation**

CHAPTER I

INTRODUCTION

This introductory chapter presents different sections; the background of the research, the research questions, objectives of the research, reasons for choosing the topic, limitation of the research and the pedagogical significances.

A. Background of the Research

The significances and benefits of English as a second language learning is continuing to rise day by day. However, learning a second language can be difficult. Teachers and experts believed that each individual has different experience within the learning process of second language. Some individuals learn a second language easily and some with more difficulty. Recently, researchers have revealed that person's emotional intelligence has an impact in learning.⁴

Emotions play a fundamental role in the important events of our lives. Emotions are all above psychological though they have many characteristics (behavioral and psychological). When our loved ones do something worthy, we feel proud. We become angry or ashamed when demeaned. All of our responses or reactions toward certain situation affected by emotions. Emotions are

⁴ Maryam Mohammadi, "The Role of Emotional Intelligence on English Learning as a Second Language", *International Research Journal of Applied and Basic Sciences*, Vol. 3 (9), 2012, p. 1953

complex, patterned, organismic responses to how we think we are doing in our enduring efforts to survive and flourish and to reach what we wish for ourselves⁵. Therefore, emotions affect human life when in making decisions, not rarely a decision is decided by emotions. If we more pay attention to the decisions in human life, it would be found that most of decisions determined more by emotion than common sense. Nothing at all purely mankind has decision of rational thought because the entire mankind decisions have an emotional color.⁶

In the perspective of Islam itself, emotions are created by God through decrees. It were created by God to create a more perfect man. Such as mentioned in Surah Al-Najm verse:43-44.⁷

وَأَنَّهُ هُوَ أَضْحَكَ وَأَبْكَى ﴿٤٣﴾ وَأَنَّهُ هُوَ أَمَاتَ وَأَحْيَا ﴿٤٤﴾

*And that He is Who makes (men) laugh and makes (them) weep;
And that He is Who causes death and gives life.*

Emotional intelligence refers to the capacity to recognize feelings and those of other, for giving motivation, managing good emotion and relationship. According to O’Nell (cited by Nanda) that “Emotional intelligence is a different way of being smart. It

⁵ Ricahrd S. Lazarus, *Emotion and Adaption*, (New York: Oxford University Press, 1991), p. 3-6

⁶ Ivan Riyadi, Emotional Intelligence the Perspective of Daniel Goleman and its Relevance in Islamic Education, published article (Sunan Kalijaga State Islamic University of Yogyakarta), p. 229

⁷ Ivan Riyadi, Emotional Intelligence the Perspective of Daniel Goleman and its Relevance in Islamic Education, published article (Sunan Kalijaga State Islamic University of Yogyakarta), p. 231

includes knowing what the feelings are and using the feelings to make good decisions in life”⁸. In the holy Qur’an also included verses that encourage each person to be aware of themselves, knowledgeable of their emotions and entirely understand their feelings. Such as mentioned in Surah Adh-Dhariyat verse: 21⁹

وَفِي أَنْفُسِكُمْ أَفَلَا تُبْصِرُونَ ﴿٢١﴾

21. And in your own souls (too); will you not then see?

As can be defined as the capability to be aware, understand and express oneself; the ability to deal with strong emotions; the ability to adapt, to change and solve problems of social or personal nature. Emotional Intelligence can be considered as one of essential factors in learning language.¹⁰

In this recent decade, psychologists, educators and popular attention have interested in emotional intelligence and its attractive aspects. It was more than one century that IQ was believed as the only criteria to measure someone’s learning ability, but it was understood that most people with high IQ were not successful at

⁸ Nanda Adi Guna, *The Correlation between Emotonal Intelligence and Students’ Achievement in SMAN 03 Salatiga*, Thesis (English Department, Faculty of Language and Literature, Satya Wacana Christian University, Salatiga, 2012), p. 7

⁹ Abdullah A. Alghamdi, *The Role of Islamic Educational Values in Developing Emotional Intelligence Skills*, Dissertation (The University of Montana, 2006), p. 13

¹⁰ Sepideh Barenji, “The Relationship between Emotional Intelligence and Students’ Achievements in General EFL Classes”, *The Journal of Applied Linguistics*, Vol. 3 (2), 2010, p. 53

work and educational settings, while some people having even average or low IQ were successful in educational environment based on their emotional intelligence.¹¹

According to Goleman smart students do not depend on only the cognitive intelligence called intellectual quotient, but also depend on how they can manage their emotion, because IQ only contributes 20% to the factor that determine life accomplishments and rest 80% is something else. This Goleman's thought encouraged researchers to pay more attention to the relationship between Emotional Intelligence and academic success.¹² Similarly, Heidari also stated that someone with high IQ but low EQ represents a wise person who is strong in intelligence but weak in his individual life. Having emotional intelligence means to be intelligent because when an individual understand his own emotions in making decisions, so this can influence academic achievement. Emotional intelligence also can improve motivational beliefs by improving problem solving abilities, tolerating

¹¹ Qassem Mallah and Behzad Pourgharib, "The Relationship between Emotional Intelligence and Reading skill among Iranian EFL Learners", *Journal of Language Science and Linguistics*, Vol. 3 (3), 2015, p. 53

¹² Parisa Abdolrezapour & Mansoor Tavakkoli, "The Relationship between Emotional Intelligence and EFL Learners' Achievement in Reading Comprehension", *Article in Innovation in Language Learning and Teaching*, University of Kazerun, 2012, p. 1

psychological pressure and self-actualization. This motivational belief has positive impact on academic performance.¹³

On the contrary, the research conducted by Nanda Adi Guna reveals that there was no correlation between emotional intelligence and students' achievement. This was different with Goleman's theory mentioning that learners who have high emotional intelligence will have good achievement. Students with high emotional intelligence could be successful although they have average IQ, because they could use the five aspects of EI, so they will focus more on their study and get good grade.¹⁴

The two kinds finding of researches above, makes the researcher curious and want to prove if there is or no correlation between students' emotional intelligence and their achievement in reading.

In teaching and learning English should covered four skills. Those are listening, speaking, reading and writing. Reading as one of four skills now considered to be a highly complex skill. Reading is skill where the reader being able to assemble clause-level information into a text model of their understanding, and built

¹³ Abdolmanafi Rokni. S. J. et al, "Investigate the Relationship between Emotional Intelligence and Language Achievement: a Case of TEFL and non-TEFL University Students", *International Journal of Language Learning and Applied Linguistics World*, Vol. 5 (3), 2014, p. 117-118

¹⁴ Nanda Adi Guna, *The Correlation between Emotonal Intelligence and Students' Achievement in SMAN 03 Salatiga*, Thesis (English Department, Faculty of Language and Literature, Satya Wacana Christian University, Salatiga, 2012), p. 15

an interpretation to the text that conforms to their goals, attitudes, and background knowledge.¹⁵

Reading is receptive skill. However, according to Nida Husna in her book said that reading is an active skill. “The reader is not a passive role. It is, on the contrary, an active work, which requires a lot of skills and the effort to combine them so we get the comprehension of the text”.¹⁶

Reading becomes an essential activity in teaching and learning process. Through this activity, especially students, can get information and upgrade their knowledge. If students have gotten it, it means that they have comprehended what already they read.

Therefore, the differences degree of emotional intelligence of students may affect their reading comprehension achievements. It is caused students who have emotional intelligence can have better social skill, longer relationship, comfortable communication with other people in the world and also being a skillful readers to get lots of information from any reading sources.

Considering what have been explained above, researcher attempt to investigate how the students’ emotional intelligence is,

¹⁵ Parisa Abdolrezapour & Mansoor Tavakkoli, “The Relationship between Emotional Intelligence and EFL Learners’ Achievement in Reading Comprehension”, *Article in Innovation in Language Learning and Teaching*, University of Kazerun, 2012, p. 4

¹⁶ Nida Husna, *Step by Step to Reading Skills*, (Jakarta: English Department Faculty of Tarbiyah and Teachers Training “Syarif Hidayatullah” State Islamic University Jakarta), p. 7

how the students' achievement in reading comprehension is and also investigate the correlation between students' emotional intelligence and their achievement in reading comprehension at the tenth grade science students of SMA NU 01 Penawaja Tegal. Therefore, researcher conducted an quantitative correlational research entitled "The Correlation between Students' Emotional Intelligence and Their Achievement in Reading Comprehension (A Study at the Tenth Grade Science Students of SMA NU 01 Penawaja Tegal in the Academic Year of 2017/2018)".

B. Research Questions

Considering the background of the research, the researcher formulated the problem as follow:

1. How is the students' emotional intelligence at the tenth grade science students of SMA NU Penawaja Tegal in the academic year of 2017/2018?
2. How is the students' achievement in reading comprehension at the tenth grade science students of SMA NU Penawaja Tegal in the academic year of 2017/2018?
3. Is there any significant correlation between students' emotional intelligence and their achievement in reading comprehension at the tenth grade science students of SMA NU Penawaja Tegal in the academic year of 2017/2018?

C. Objectives of the Research

In accordance with the research questions above, the purposes of the research are:

1. To investigate the tenth grade students' emotional intelligence of science program SMA NU Penawaja Tegal in the academic year of 2017/2018
2. To investigate the tenth grade science students achievement in reading comprehension of SMA NU Penawaja Tegal in the academic year 2017/2018?
3. To determine whether there is or no significant correlation between students' emotional intelligence and their achievement in reading comprehension at the tenth grade science students of SMA NU Penawaja Tegal in the academic year of 2017/2018

D. Reasons for Choosing the Topic

The researchers' reasons for choosing the topic are:

1. Emotional intelligence can be defined as understanding one's own feelings, empathy for the feeling of others and the regulation of emotion in a way that enhance living.
2. Based on Golemans' thought, Emotional intelligence influenced the success of students in their learning.
3. Reading is an important skill, as one of four skills in English should be mastered.
4. Currently, reading is considered to be highly complex skills. Because it is needed comprehension for recognizing all of words being read and understanding the reading content.
5. According the result of some researches have been conducted, the emotional intelligence may affect students achievement in

reading. Remembering that reading activity engages with emotions in its understanding process.

E. Limitation of the Research

The limitation of this study can be described as follow:

1. This is a correlational study about the correlation between students' emotional intelligence and their achievement in reading comprehension.
2. The subject of this study is tenth grade science students of SMA NU Penawaja Tegal in the academic year of 2017/2018
3. It only focuses on students' emotional intelligence and their achievement in reading comprehension.

F. Pedagogical Significances

The result of this research is theoretically and practically important and can bring positive effects. In addition, it is useful for teaching and learning English, although only a little contribution for the especially: student, teacher, school, and researcher.

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 Educational Unit

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.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explores firstly about literature review related to this research. It discusses about introduction of Emotional intelligence, the components of emotional intelligence, students achievement, introduction of reading, reading comprehension, reading skills and also the correlation between emotional intelligence and reading comprehension. Secondly, it talks about some previous studies related to this research. Finally, the two possible hypothesis are presented at the end of this chapter.

A. Literature Review

1. Emotional Intelligence

Each person has two potential thinking, those are rational and emotional thinking. Rational thinking is moved by intellectual ability (IQ), while emotional thinking is moved by emotions.

Emotional intelligence is one of non-cognitive ability of each individual to know what he or another feels, motivate himself, and manage the emotion from unfamiliar situation. There are so many ideas and interpretations about emotional intelligence from psychologists who recognized that the non-cognitive aspects (EI) were also important.

a. Introduction

Emotion and feeling create happiness and sadness in individual life. Basically, it is caused all emotions are encouragement to act and to respond every situation faced by him/her.¹⁷ All of cognitive process are admitted to be closely related to emotions such as learning, problem solving, decision making and memory. This matter based on the history of experimental psychology.¹⁸

The term “emotion” derived from Latin word “movere”, means “to move”. This is revealing of the fact that emotions are at the source of our doing, our moving towards or away from.¹⁹ According to Richard, Emotion is “a superordinate system that includes motivation (an individual’s purposes), appraisal, stress, emotion, and coping as component parts”.²⁰

¹⁷ Ikfi Mawarida Amalia Husna, *The Correlation between Emotional Intelligence and Foreign Language Anxiety of University Students*, English Department, Education and Teacher Training Faculty, UIN Walisongo in the academic year of 2015/2016.

¹⁸ Roman V Belavkin, *The Role of Emotion in Problem Solving*, School of Computer Science and Information Technology, University Nottingham, Nottingham, p. 1

¹⁹ Tim Sparrow & Amanda Knight, *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*, (San Francisco: Jossey-Bass, a wiley imprint, 2006), p. 25

²⁰ Richard S. Lazarus, *Stress and Emotion*, (New York: Springer Publishing Company, 1999), p. 101

Everything that occurs inside the brain and engages with emotion has consequences for communication, health, body language, memory and more. Each person has negative and positive emotions. He/she may show a negative or positive emotion. It depends on certain situation faced by him/her. Positive emotions support success and achievement. Meanwhile, negative emotions deplete the competence to manage yourself or a situation.²¹ Barret (cited by Kim) stated that emotions are affective responses or temporary feeling toward an event, object or person.²²

While intelligence refers to the intellectual ability of someone.²³ The term intelligence is derived from Latin word “intelligere” means to organize, to relate, to bind together.²⁴

Some experts describe intelligence as the capability to think out and cope some problems. Others describe it as the

²¹ Diane Carrington and Helen Whitten, *Future Directions: Practical Ways to Develop Emotional Intelligence and Confidence in Young People*, (Stafford: Network Educational Press, 2005), p. 46-50

²² Kong-Hee Kim, “Emotion and Strategic Decision-Making Behavior: Developing a Theoretical Model”, *International Journal of Business and Social Science*, 2012, Vol. 3 (1), p. 106

²³ Ikfi Mawarida Amalia Husna, *The Correlation between Emotional Intelligence and Foreign Language Anxiety of University Students*, English Department, Education and Teacher Training Faculty, UIN Walisongo in the academic year of 2015/2016.

²⁴ <http://www.merriam-webster.com/dictionary/intelligence>, retrieved on 13th February, 2018

aptitude to adapt and learn from experience.²⁵ According to McDougall “Intelligence is essentially the capacity for making new adaptations; it cannot be described in terms of structure”.²⁶

In addition, the word “intelligence” has attracted researchers to be investigated and then got an interpretation about it. Pinker (cited by David and Robert) interprets intelligence as a property of the mind, which allows humans to learn things other species are incompetent of learning.²⁷ William Stern also states that intelligence is the ability to adapt with the new situations by using means for thinking based on its goals. People who have high intelligence will more appropriate and quicker in coping new problem than people who have low intelligence.²⁸

According to what experts state about emotion and intelligence, we can know that emotion is an evaluation of a change in feeling.²⁹ However, it is less appropriate if we

²⁵ John W. Santrock, *Educational Psychology*, (New York: McGraw Hill, 2011), p. 111

²⁶ David Yun Dai and Robert J. Sternberg, *Motivation, Emotion and Cognition: Integrative Perspectives on Intellectual Functioning and Development*, (London: Lawrence Erlbaum Assc, 2004), p. 15

²⁷ David Yun Dai and Robert J. Sternberg, *Motivation, Emotion and Cognition: Integrative Perspectives on Intellectual Functioning and Development*, (London: Lawrence Erlbaum Assc, 2004), p. 388

²⁸ Kinra, *Guidance and Counselling*, (Jakarta: Gramedia) GoogleBooks.

²⁹ Jerome Kagan, *Emotion? History, Measures and Meanings*, (New York: Vail-Ballou Press, 2007), p. 1

interpret emotions only as negative feelings, because there are two kind of emotions; positive and negative emotions.³⁰ While intelligence can be stated as intellectual and academic abilities where people need to take tests in its measuring process.³¹

Although the roots of emotional intelligence go back to the time of Darwin, an expert who speculated that emotional expression was important for survival. It is still considered that emotional intelligence is a relatively new subject of research. But, there are some ways of defining emotional intelligence. Therefore, some researchers had been defined “emotional intelligence”.³²

Goleman states that emotional intelligence is “the competency to motivate oneself, persist against frustration, impulse control, gratification-delay, self-motivation, mood regulation, and distress avoidance from swapping the ability to think, hope and sympathize”.³³ While Philip Carter has described emotional intelligence as the

³⁰ Paul A. Schutz & Reinhard Pekrun, *Emotion in Education*, (California: Academic Press, Elsevier, 2007), p. 22.

³¹ Moshe Zeidner, Gerald Matthews, & Richard D. Roberts, *What We Know About Emotional Intelligence*, (London: MIT Press, Cambridge, 2009), p.9

³² Sean McPheat, *Emotional Intelligence*, (The United Kingdom: MTD Training & Ventus Publishing), p. 09

³³ Daniel Goleman, *Emotional Intelligence: why it can matter more than IQ* (Library of Unviolent Revolution, Bloomsbury), p. 43

capability to be aware and understand ourselves, our own goals, our aspirations, responses and behavior; understand others and their feelings and emotions also.³⁴

Emotional intelligence also defined as a combination of abilities that enable a person to be aware of, to understand, and to be in control of their own emotions, to identify and understand the emotion of the others, and to use this knowledge to foster their success.³⁵ It is in line with Yeung's thought. According to him, the capability to recognize, comprehend, and manage tempers and feelings in both ourselves and other people called emotional intelligence.³⁶

In addition, according to Sparrow and Amanda, emotional intelligence is the usual practice of the using of emotional information from other and ourselves, integrating this with our thinking, implementing it to make an appropriate decision as what we want.³⁷

³⁴ Philip Carter, *Test Your EQ*, (London: Kogan Page, 2009), p. 1

³⁵ Sean McPheat, *Emotional Intelligence*, (The United Kingdom: MTD Training & Ventus Publishing), p. 09

³⁶ Rob Yeung, *Emotional Intelligence: The New Rules*, (London: Marshall Cavendish, 2009), p. 3

³⁷ Tim Sparrow & Amanda Knight, *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*, (San Francisco: Jossey-Bass, a wiley imprint, 2006), p. 32

From the explanation above, it can be concluded that emotional intelligence is the ability to identify, understand, and manage one's emotions include moods and feelings in both himself and other people and utilize this ability in reaching process to be a success person.

b. The components of Emotional Intelligence

Emotional intelligence has some components. The concept of the elements may differ among the psychologist. Goleman classified emotional intelligence into five elements. The first, three intrapersonal components were self-awareness, self-management, and self-motivation. The last, two interpersonal components were empathy and relationship management.³⁸

The first component is self-awareness. Self-awareness is the capacity to accurately recognize our own emotions in the moment and understand our propensities across situations. Self-awareness includes staying on top of our typical responses to specific events, challenges, and people. Self-awareness is a foundational skill, when we have it, the other elements of emotional intelligence much easier to use. People high in self-awareness are extraordinarily clear in their understanding of what they do well, what motivates and satisfies them, and which people

³⁸ Daniel Goleman, *Emotional Intelligence: why it can matter more than IQ* (Library of Unviolent Revolution, Bloomsbury), p. 51-52

and situations push their buttons.³⁹ In Islamic perspective, each Moslem suggest to be aware of himself, knowledgeable of his emotions and totally understand his feeling. Such as mentioned in the holy Qur'an (surah:51 verse:21).⁴⁰

وَفِي أَنْفُسِكُمْ أَفَلَا تُبْصِرُونَ ﴿٢١﴾

21. *And in your own souls (too); will you not then see?.* This verse means such a call for the person to thing about himself deeply (tafakur and tadabbur) to explore the real creature beyond and be aware of what he feels toward other thing and what he needs.⁴¹

The second is self-management. Self-management is the ability to overcome, control and direct the emotions. This competence allows a person to use his awareness of his emotions to choose directly what he will say and do. According to Yeung self-management is the capability to manage our moods and emotions to achieve goals.⁴² On the surface, it may look like that self-management is simply a

³⁹ Travis Bradberry & Jean Greaves, *Emotional Intelligence 2nd Edition*, (San Diego: Talen Smart, 2009), p. 24-26

⁴⁰ Jaluddin Muhammad & Jalaluddin A. Rahman, *Tafsir Al-Jalalain*, (Surabaya: Pustaka An-Nisa, 2013), p. 191

⁴¹ Abdullah A. Alghamdi, "The Role of Islamic Educational Values in Developing Emotional Intelligence Skills", Dissertation (The University of Montana, 2006), p.

⁴² Rob Yeung, *Emotional Intelligence: The New Rules*, (London: Marshall Cavendish, 2009), p. 147

matter of taking a deep breath and keeping calm.⁴³ For students, self-management refers to the ability to keep focus and effort toward learning aims even though faced obstacles and distractions.⁴⁴

The third or the last intrapersonal component here is self-motivation. Self-motivation demands intrapersonal intelligence because to motivate ourselves, we need to be good in understanding the signals from our body that tell us what we like and we don't, what turns us on and what alienates us.⁴⁵ The defining attributes of self-motivation are desire to do an action/behavior, inner drive and external force to achieve a goal, and desire to fulfill joy and pleasure. A desire to do an action/behavior is the first defining attribute because the inner desire to do specific activities and behavior is the fundamental characteristic of self-motivation. According to Murphy and Alexander, self-motivation is an intrinsic positive force that influences someone to do an action.⁴⁶ In reaching one's success,

⁴³ Travis Bradberry & Jean Greaves, *Emotional Intelligence 2nd Edition*, (San Diego: Talen Smart, 2009), p. 97

⁴⁴ Sanna Jarvela, *Social and Emotional Aspects of Learning*, (U.K: Elsevier, 2011), p. 227

⁴⁵ Tim Sparrow & Amanda Knight, *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*, (San Francisco: Jossey-Bass, a wiley imprint, 2006), p. 15

⁴⁶ Joyce J. Fitzpatrick, *Nursing Concept Analysis: Applications to Research and Practice*, GoogleBooks

motivation is very needed in this process. Motivation will utilize emotion to support someone to achieve his goal. It means that motivation and emotion have close relationship. Both of them are actuating each other.⁴⁷

The fourth component is empathy. As we know that the foundation to handling our own emotions successfully is being more aware of others, the foundation for influencing them effectively is being more aware of what they think and feel by empathizing with them.⁴⁸ Empathy means being able to precisely read where other people are at emotionally. To do that, we must be able to recognize and understand not only the words but also the force and tone with which they are said. Along with this, we also require to concern the facial expression, posture, and other indicators that will give us valuable indications into the persons' emotional state.⁴⁹

The last component is relationship management. It is the capability to being able to change the emotions of

⁴⁷ Ikfi Mawarida Amalia Husna, *The Correlation between Emotional Intelligence and Foreign Language Anxiety of University Students*, English Department, Education and Teacher Training Faculty, UIN Walisongo in the academic year of 2015/2016.

⁴⁸ Rob Yeung, *Emotional Intelligence: The New Rules*, (London: Marshall Cavendish, 2009), p. 72

⁴⁹ Harvey Deuschendorf, *The Other Kind of Smart: simple ways to boost your emotional intelligence for greater personal effectiveness and success*, (New York: AMACOM, 2009), p. 75

other people and influence them.⁵⁰ Our relationship management skills are reinforced by our respect for others and our awareness of others. We may form all sorts of relationship in our lives to help us reach our intentions and to fulfil our requirements.⁵¹ According to Goleman people who excel in this skill, they are social stars because they tend to do better at anything that relies on cooperating easily with others.⁵²

From the explanation above, it can be concluded that the psychologists may have differencing in defining the concept of emotional intelligence components. However, according to Goleman himself, there are five components of emotional intelligence those are: self-awareness, self-management, self-motivation, empathy, and relationship management.

2. Student's Achievement

Students are achieving when they acquire the knowledge, skills, attitudes that will prepare them to lead happy and successful life. Achievement is improvement in what students

⁵⁰ Rob Yeung, *Emotional Intelligence: The New Rules*, (London: Marshall Cavendish, 2009), p. 147

⁵¹ Tim Sparrow & Amanda Knight, *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*, (San Francisco: Jossey-Bass, a wiley imprint, 2006), p. 153

⁵² Daniel Goleman, *Emotional Intelligence: why it can matter more than IQ* (Library of Unviolent Revolution, Bloomsbury), p.

know and are able to do relative to where they started and relative to their full potential.⁵³

In the standards for tests constructions, the competence a person have in an area of content called achievement. This competence can be considered as a result of many intellectual and non-intellectual variables. Achievement is the word preferred in the educational or psychometrics fields, being sometimes characterized by the degree of implication needed on the part of the student in giving a response and by the type of reference in a cognitive process made explicit in the measurement tool. Student achievement is assessed for a variety of purposes, some of which are in tension with others. According to Yorke, students are assessed for three main reasons: to encourage learning, to certify achievements and to arrange for data that can be used for quality assurance purposes.⁵⁴

Student's achievement as a product of formal study is study oriented directly by educators toward improvements in curriculum and instruction and accompanied by continuous examination of student learning.⁵⁵ Generally, student's

⁵³ [http://www.educationenvolving/our working definition of student achievement and school quality/published article](http://www.educationenvolving/our-working-definition-of-student-achievement-and-school-quality/published-article), 2016

⁵⁴ Mantz Yorke, *Grading Student Achievement in Higher Education*, (New York: Routledge, 2008), p. 10

⁵⁵ Bruce joyce & Beverly Showers, *Student Achievement through Staff Development*, (New York: Longman, 2002), p. 3

achievement gained to know the increase of student competence in cognitive area which is measured by standardized, state-mandated, and or informal test.⁵⁶

In summary, student's achievement can be defined as the competence having by student in relation to a domain of knowledge. In teaching and learning process, student achievement is very important thing to know whether the process has reached its goals optimally or not. For teacher self, the achievements acquired by his students can be a mirror whether the way he teaches has done maximally and effectively or not.

Therefore, in every educational unit, certainly there are some differences in measuring their student achievement. It based on curriculum standardized, school policy, etc. Student's achievement may be acquired through the measurement from the result of student test.

3. **Reading**

Reading is one of the basic skills of language learning. It can not be separated from other skills of language learning besides listening, speaking and writing. Those skills must be learned all by English language learners. Many experts have shared their own definitions about the definition of reading. Reading is the

⁵⁶ Linda Campbell and Bruce Campbell, *Multiple Intelligences and Student Achievement* (USA: ASCD),p. 11

main reason why students learn language. Without reading, the learners never know about anything.

a. Introduction

Reading is basic skills where learners start to learn and gain information and knowledge. According to Patel and Jain, “Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most essential activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture.”⁵⁷

Reading is a source of learning and enjoyment. As a source of learning, reading can build previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar and through success in language use. This matter can encourage learners to learn more and more with their language study. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world.⁵⁸

⁵⁷ M.F. Patel and Praveen M. Jain, *English Language Teaching (methods, tools and techniques)*, (Jaipur: Sunrise Publisher, 2008), p. 113-114

⁵⁸ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 49

According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.⁵⁹ While Grabe stated “Reading can be seen as an active process of comprehending where students need to be taught strategies to read more effectively.⁶⁰

From the some explanations above, it can be concluded that reading is an important activity to gain and update our knowledge. For students, reading can be means for their success in language learning.

b. Reading comprehension

There are some experts that have shared their own definition about reading comprehension. Duke states that reading comprehension is a process in which readers create meaning by reading the text and integrating the prior knowledge and previous experience, information in the text, and also the views of readers related to the text. While Van Dijk and Kintsch defined reading comprehension as the process of making meaning from the text. The purpose is to

⁵⁹ Jeremy harmer, *How to Teach English*,(Exssex: Pearson Longman, 2007), p. 99

⁶⁰ W. Grabe, *Reading in a Second Language Moving from Theory to Practice*,(New York: Cambridge University press, 2009), p. 14-15

get an understanding of the text rather than to obtain meaning from single words or sentence.⁶¹

Reading comprehension refers to the capability where students are able to read accurately and effectively, to acquire the maximum knowledge and information from the text with the minimum misunderstand. To improve reading comprehension of students, they require to be encouraged in reading activities like read a short stories, novels, magazines, etc as an effort to exercise their reading skills.⁶²

Talking about the definition of reading comprehension, Irwin also argued that “comprehension is an active process to which each reader brings his or her individual attitudes, expectation, and skills prior knowledge”. It means that the readers require to find the ideas from the texts based on their background knowledge about the texts.⁶³ While Gough and Tunmer suggest that

⁶¹ Abbas P.G. & Narje B.S., “How Can Students Improve Their Reading Comprehension Skill”, *Journal of Studies in Education*, 2016, Vol. 6 (2), p. 230

⁶² Panida Khruawan and Nutrapha K. Dennis, “ A Study of English Reading Comprehension Using Content-Based Instruction Approach”, *International Journal of Research-Granthaalayah*, 2015, Vol. 5 (1), p. 369-371

⁶³ Maithel Eliza and Jufri, “Teaching Reading Comprehension through Group Presentation at Senior High School”, English literature and education department, Indonesia State University. Published article

reading comprehension is a result of two processes: decoding skill and language comprehension.⁶⁴

From the explanation above, it can be summarized that reading comprehension is a process of getting meaning from and bringing meaning to a text. Comprehension in instructional settings is translated into some product, such as a completion of comprehension questions, a written summary, or an oral report.

Reading comprehension is the most important skill required by students, especially in a foreign language. Since reading is a complex, purposeful, interactive, and comprehending activity that takes considerable time and resources to develop, it makes teachers require to find and to apply appropriate strategy to improving student comprehension in reading.

c. Reading skills

A reading skill is a cognitive ability which is a person is able to use when interacting with the written text. Reading skill also defined as the capability of being able to recognize written forms and to link them with their spoken forms and their meanings.⁶⁵

⁶⁴ Diane H. Tracey and Lesley Mandel Morrow, *Lenses on Reading: an Introduction to Theories and Models*, (New York: Guilford Press, 2006), p. 134

⁶⁵ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 9

Reading skill can be seen as cognitive abilities, part of generalized reading process, which a person is able to put on when interacting with written text.⁶⁶

According to Davies (cited by Bojovic), reading skills involve identifying word meaning, drawing conclusion, identifying writer's technique, recognizing mood of passage and discovering answer to questions.⁶⁷

Therefore, it can be summarized that reading skills is the capability owned by a person in interacting with the text to recognize each word and interpret the meaning of text. Without the capability to read well, student cannot be success in his/her school. Moreover, the opportunities for personal fulfilment and job success predictably will be lost. It is caused reading is a lifelong skill to be used both at school and throughout life.

4. The Correlation between Emotional Intelligence and Reading Comprehension Achievement

Generally, the most significant thing of educators was always be responsible to teach their students and make sure they

⁶⁶ Polixeni Manoli & Maria Papadopoulou, "Reading Strategies Versus Reading Skills: Two Faces of the Same Coin", *International Journal of Social and Behavioral Science*, 2012, Vol. 46, p. 818

⁶⁷ M. Bojovic, "Reading Skills and Reading Comprehension in English for Spesific Purposes", Faculty of Agronomy Cacak, University of Kragujevac, Serbia, 2010, p. 1

reach good achievement in academic performance.⁶⁸ Emotional intelligence may become a factor to make educators and students successful in their teaching learning. This matter is supported by an argumentation from scholars that in the field, they agree that success and failure not only predicted by IQ itself but also contributed by others factor.⁶⁹

In Qasam Mallah's research, he thought that having skills to know who we are, what feelings, emotions, thoughts, and characteristics to preserve our emotions against problems, managing stress and being an optimistic person means that we have emotional intelligence. He believed, although EI has been ignored in the educational areas, but it was the most significant factor. Therefore, the application and the developing of EI could help both teachers and students to have a better performance in teaching and learning English, especially in reading skill. Finally, a person who has high emotional intelligence being a skillful reader to get lots of information from any reading source.⁷⁰

⁶⁸ Abdullah A. Alghamdi, "The Role of Islamic Educational Values in Developing Emotional Intelligence Skills", Dissertation (The University of Montana, 2006), p. 10

⁶⁹ Hassan S, Somayyeh Tofghi & R. Hamazavi, "Iranian EFL Learners' Emotional intelligence, Learning style, Strategy Use, and Their L2 Achievement", *International Journal of Educational Research*, Vol. 26 (4), 2016, p. 635

⁷⁰ Qassem Mallah and Behzad Pourgharib, "The Relationship between Emotional Intelligence and Reading skill among Iranian EFL Learners", *Journal of Language Science and Linguistics*, Vol. 3 (3), 2015, p. 54

Abdolrezapour and Tavakoli also had investigated “the relationship between emotional intelligence and EFL learners’ achievement in reading comprehension”. By doing reading comprehension test, literature response activities and EI test as its instruments, they found that literature response activities of EFL learner affect their EI and reading comprehension. So, it can be assumed that EI and reading comprehension achievement are positively correlated.⁷¹

Based on the explanations above, it can be concluded that emotional intelligence affect students achievement in learning English in general, and reading comprehension achievement in particular. Therefore, there is a correlation between students’ emotional intelligence and their achievement in reading.

B. Previous Research

As far as language learning in an EFL context is concerned, currently there is a perceived need for more rigorous empirical research studies. It is aimed at shedding more light on the relationships between emotional intelligence and different skills of language that are speaking, listening, reading and writing. Some researchers have conducted research related to Emotional Intelligence.

⁷¹ Parisa Abdolrezapour and Mansoor Tavakoli, “the Relationship between Emotional Intelligence and EFL Learners’ Achievement in Reading Comprehension”, *International Journal of Innovation in Language Learning nad Teaching*, Vol. 6(1), 2012, p. 10

1. An International Journal by Qassam Mallah and Behzab Pourgharib, (Vol. 3, No. 3, 2015), in title “The Relationship between Emotional Intelligence and Reading Skills among Iranian EFL Learners”. Based on their background research, the research was conducted because in recent decades, many psychologists, educators and researchers have concerned with emotional intelligence and its attractive aspects. Some experts argued that EI is more important than IQ. It was more than one century that IQ was the only criteria to measure someone’s learning ability. However, it was understood that most people with high IQ were not successful in educational settings and work, while some people with low/ average IQ were successful in educational environment based on their emotional intelligence. The purpose of this study was to investigate the relationship between emotional intelligence and grade one male high school students’ English reading skills studying in Gorgain in the academic year of 2013/2014. The research was descriptive correlational study with 324 people as sample. To collect the data and measure the students’ emotional intelligence, the Bar-On’s emotional Quotient Inventory was employed including 90 questions in five main scales with 15 subscales on the five-point likert scale. To measure students’ reading ability, they were given two reading passages with 12 multiple choice questions were selected. The statistical findings revealed that there is a meaningful relationship between emotional intelligence and

student's English reading skills in that the higher the students' emotional intelligence is, the better performance in the skill they will have, and the less or lower the students' emotional intelligence is, the lower performance in English reading they will have.⁷² The result of this study is supported the Goleman's thought about emotional intelligence.

2. An International Journal by Sayed Jalal Abdolmanafi Rokni, et al, (Vol. 5, No. 3, 2014), in title "Investigating the Relationship between Emotional Intelligence and Language Achievement: A Case of TEFL and non-TEFL University Students". According to them in their background research, intellectual intelligence is not enough on its own to be successful in life. IQ can help us get into college but it's EI that will help us manage the stress and emotions of sitting in your final exams. Therefore, emotional intelligence is essential as well as other intelligences in many aspects of people's lives. The study was aimed to detect the relationship between student's emotional intelligence and their English achievement as a foreign language at university level. This research was a correctional study. To do this, 115 undergraduate EFL and Non-EFL university students from freshman to senior ones from Hamedan and Kermanshah Islamic Azad University, Iran, took part in this study. The needed data

⁷² Qassem Mallah and Behzad Pourgharib, "The Relationship between Emotional Intelligence and Reading skill among Iranian EFL Learners", *Journal of Language Science and Linguistics*, Vol. 3 (3), 2015.

were collected using two instruments. The first was Oxford Placement Test (OPT) to determine the level of language proficiency of the participant of the present study. The second was Bar-On Emotional Quotient Inventory (EQ-I) to measure the participants emotional intelligence. The findings of the present study revealed that there was a significant relationship between the students' emotional intelligence and their language achievement.⁷³ Such as in the first previous research, this findings also support the theory of emotional intelligence by Daniel Goleman.

3. A study conducted by Sara Abdorazik, English Language Teaching Faculty, Eastern Mediterranean University, Gazimagusa, 2017, in title” The Relationship between Emotional Intelligence and Reading Comprehension among ELT Undergraduate Students”. This study was aimed at examining the possible correlation between emotional intelligence levels of ELT undergraduate students and their reading achievement. There were four research questions here:1) Is there any significant relationship between ELT university students' emotional intelligence and their reading comprehension in English? 2) Which components of EI can best predict ELT

⁷³ Abdolmanafi Rokni. S. J. et al, “Investigate the Relationship between Emotional Intelligence and Language Achievement: a Case of TEFL and non-TEFL University Students”, *International Journal of Language Learning and Applied Linguistics World*, Vol. 5 (3), 2014.

learners' reading performance? 3) Is there any significant difference between the emotional intelligence levels according to gender among ELT university students? 4) Are there any differences according to ELT university students' EI levels and their reading performance?. This study is quantitative research with 49 ELT undergraduate students from the department of foreign language education as participants. Emotional Intelligence Scale was used to measure the participants' EI levels. In addition, an IELTS reading was used to identify the students' reading proficiency. The collected data was analyzed using SPSS software (Pearson correlation and regression analysis formulas). The finding revealed that there is a non-significant relationship between ELT university students' EI and their reading comprehension. In addition, all of the components of EI unable to predicate the reading achievement among the ELT undergraduate students. Besides, there was no significant difference between the emotional intelligence of male and female students. Furthermore, evidence showed that there were no significant difference of gender difference in terms of the relationship between emotional intelligence and reading performance scores. The findings of this study is objected Golemans' thought which mention that emotional intelligence influence students' success in academic achievement.

The similarities of those researches above with the research's researcher are on the research design that is quantitative

correlational study. Besides that, those researches and this research used same independent variable that is emotional intelligence. The differences of those researches are on dependent variables. The first and the third research used reading comprehension as dependent variable. While the second study used language achievement. The differences between the three researches with the research's researcher are on the instruments, especially in measuring emotional intelligence. Generally, the researchers use Bar-On Emotional Quotient Inventory to measure EI. However, it can not be found in this country. Moreover, Indonesia itself, a tool which is valid and standardized to measure emotional intelligence does not exist yet. Therefore, the researcher arranged emotional intelligence scale instead of Bar-On EIQ. Those previous researches gave valuable descriptions and hints in conducting and completing this research.

C. Hypothesis

With regard to the conceptual framework stated above, the hypothesis of this study are:

H_0 : There is not a significant correlation between students' emotional intelligence and their achievement in reading comprehension.

H_1 : There is a significant correlation between students' emotional intelligence and their achievement in reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter presents the method that was applied to conduct this research. It contains four main sections: the first section is research design. The second is population and sample. It is explaining population, sample, variable and indicator of this research. The third section is talking about data collection techniques. It includes documentation, tests, observation and interview. The last main section is data analysis techniques including introductory analysis, hypothesis analysis and final analysis.

A. Research Design

The researcher used quantitative approach to analyze the data. It is caused the data acquired will be expressed in the language of mathematic, evaluated consequently, and interpreted by appropriate statistical quantification. According to Christensen, quantitative research study is one that gathers some type of numerical data to answer a given research question.⁷⁴

Based on the objective of the study, it can be known that the type of this research is quantitative correlational research. Simon and Goes argue that correlational research examines one or more characteristics of a group to find the degree to which the characteristics vary together. Correlational research studies

⁷⁴ Larry B. Christensen, *Research Methods, Design, and Analysis 11th Ed.*, (Boston: Pearson Education, 2011), p. 2

variables in their natural environment and do not include any treatment of researcher.⁷⁵

The main purpose of correlational study is to determine relationship between variables. If two or more variables are highly related, scores on one variable can be used to predict the score of the other variable.

B. Population and Sample

1. Population

The population of the research was all the tenth students of science program SMA NU Penawaja Tegal in the academic year of 2017/2018.

2. Sample

The tenth students of science program SMA NU Penawaja consist of 2 classes with number 78 students. Here, the researcher took 50% of them. Therefore, there would be 39 students as sample of this research.

In taking research subjects, it was used random sampling. It is one of technique where all of individual in the population have the same probability/opportunity to be chosen as sample. Through randomization, the most representative sample from a population provide the ability to generalize to a population.⁷⁶

3. Variable and Indicator

A concept which can take on diverse quantitative values such as weight, income, height, age, etc can be called

⁷⁵ Marilyn K. Simon and Jim Goes, "Correlational Research", *Dissertation and Scholarly Research: Recipes for Success* (Seattle, WA: Dissertation success LLC, 2011), p. 1

⁷⁶ John W. Creswell, *Research Design*, (California: Sage Publication, 2014), p. 204

as a variable. Generally, in the scientific research, the central focus of researcher is to analyze the functional correlation of the variables. A variable is a quantity that can differ from one to another. The quantity that can differ from one person to another person.⁷⁷

Based on the design of this research, there are two variable can be involved those are independent variable (X) and dependent variable (Y).

Independent variable is variable that believed to cause changes in another variable.⁷⁸ It means independent variable can influence dependent variable. The independent variable here was students' emotional intelligence. The researcher measured it by sharing emotional intelligence scale and based on the theory of Emotional Intelligence by Daniel Goleman, the indicator were: 1) students are able to recognize their emotions such as when they sad, happy, angry, etc; 2) students are able to control and manage their emotion well; 3) students are able to motivate themselves especially to learn and get achievement; 4) students are able to recognize the others' emotion; 5) students are able to handle relationship

Dependent variable is the major variable that will be measured and observed to determine how and if, it is affected

⁷⁷ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Romania: Bridge Center, 2015), p. 29

⁷⁸ Larry B. Christensen, *Research Methods, Design, and Analysis 11th Ed.*, (Boston: Pearson Education, 2011), p. 30

by the independent variable.⁷⁹ The researcher assumed that emotional intelligence as independent variable may influence the dependent variable here. The dependent variable here was student's achievement in reading comprehension. The indicators were: 1) students comprehension in reading- understand the text and the questions clearly; 2) students' vocabulary mastery- know the meaning all of words in the text; 3) students' ability in reading-able to understand the meaning in the text, answer the questions correctly and finish the task on time.

C. Data Collection Technique

To get the accurate data, in this study, the researcher used four ways in collecting data, they were as follows:

1. Documentation

In this research, documentation means that researcher collects the data needed from English teacher, students and any courses during this research including list of students' name, list of students' score acquired from test, etc.

2. Test

H. Douglas Brown in his book "Language Assessment-Principles and Classroom Practices" stated that test is a method of measuring a persons' ability,

⁷⁹ Graeme Keith Porte, *Appraising Research in Second Language Learning*, (Amsterdam: John Benjamins Publishing Company, 2002), p. 23

knowledge, or performance in a given domain.⁸⁰ It means that the ability, knowledge and performance of human being can be assessed.

In this study, there were 2 tests to collect the data needed and it given twice to the students. The first, to measure student's emotional intelligence, the researcher shared emotional intelligence scale for each student. Emotional intelligence scale is sequence of written statements to obtain answers of respondents. Emotional intelligence scale was arranged based on the theory and the aspects of emotional intelligence.⁸¹

The second, to measure student achievement in reading comprehension, the researcher shared reading test. The result of this test then calculated to determine is there or not any correlation with the result of students' emotional intelligence scale.

3. Observation

The researcher did classroom observation for this research. It is non-observatory observation, where the researcher did not participate in the activity in the research project.⁸² This observation used to prove and support the result of emotional intelligence scale. By observing students' behavior in the school, it can be known the emotional intelligence of student. The result of this observation used to

⁸⁰ H. Douglas Brown, *Principle of Language Learning and Teaching 5th Ed.*, (New York: Pearson Education, 2007), p. 3

⁸¹ Ananda Yoga Pratama, "the relationship between emotional intelligence and teenage aggressiveness", Faculty of Psychology, UIN Syarif Hidayatullah, Jakarta, 2010, p. 12

⁸² Lexy J. Moloeng, *Metodologi Penelitian Kualitatif I* (Bandung, Rosda Karya, 2007), p. 176

support the data of the research which is arranged by the researcher.

4. Interview

The last technique of data collection is interview. Interview is dialogue or conversation with certain purpose. It may be the total strategy or one of several methods employed in a study. Interviewing varies in terms of priori structure and in latitude the interviewee has in responding to questions. An interview is useful way to get large amounts of data quickly.

In this research, researcher did the interview with the students who already have filled the emotional intelligence scale paper. It is purposed to support and crosscheck their written answer on emotional intelligence scale, whether it same with the real situation or not. Through this technique, the measurement of emotional intelligence will more valid.

D. Data Analysis Technique

Because this study was a quantitative correlational research, therefore a quantitative analysis method required to analyze the data. In this study, the researcher used a Pearson product moment correlation to find out the correlation between students' emotional intelligence and their achievement in reading comprehension. Correlation technique is an analysis method to assess hypothesis regarding correlation between two variables have been examined statistically. Through correlation technique, it can be found whether the correlation of two variables or more are very significant or it only happen by chance.

Systematically, there were three steps analysis to find out the correlation between students' emotional intelligence and their achievement in reading comprehension, they were as follow:

1. Introductory Analysis

Introductory analysis required to make the data simpler in order to be able to be read and interpreted easily. In this study, there were two kind of data as follow:

a. Independent variable

The scores resulted of emotional intelligence scale as independent variable (X) can be categorized as follow:

Students' emotional Intelligence scale	Score	
	F	UF
Very inappropriate	1	5
Inappropriate	2	4
Neutral	3	3
Appropriate	4	2
Very appropriate	5	1

b. Dependent variable

The dependent variable (Y) here was student achievement in reading comprehension. It can be measured by using written test. The scores resulted of the test was classified into the following criteria:

Kind of question	Score	
	Correct	Incorrect
Multiple choice	2	0
Essay	4	1

2. Hypothesis Analysis

In this step, the researcher used regression one predictor analysis to find out the correlation between students' emotional intelligence and their achievement in reading comprehension. The formula as follow:

- a. Looking for the correlation between predictor and criterion by using correlational product moment technique.

The formula is:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

In which

- r = coefficient of correlation between x and y variable or validity of each item
- N = the number of students / subjects participating in the test
- $\sum X$ = the sum of score in each item scale
- $\sum X^2$ = the sum of square score in each item
- $\sum Y$ = the sum of total score from each student
- $\sum Y^2$ = the sum of square score from each student
- $\sum XY$ = the sum of multiple score from each student with the total score in each item

- b. Examining whether there was significant correlation or not by consulting the result of r_{xy} on r table.

0, 90 – 1,00 means very high correlation

0, 70 – 0, 90 means high correlation

0, 40 – 0, 70 means enough correlation

0, 20 – 0, 40 means low correlation

3. Final Analysis

The result of correlation between X and Y variables then compared with the value (r_{table}).

The table value is 5 % or 10 %.

- a. If $sig < \alpha$ 5% means significant or there is a correlation between students' emotional intelligence and their achievement in reading comprehension of tenth grade students of science program SMA NU Penawaja Tegal in the academic year of 2017/2018
- b. If $sig > \alpha$ 5% means not significant or there is no correlation between students' emotional intelligence and their achievement in reading comprehension of tenth grade students of science program SMA NU Penawaja Tegal in the academic year of 2017/2018

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the findings of this research are presented. Firstly, the result of emotional intelligence scale are introduced. In addition, it is supported by the result of observation and interview. Secondly, the result of reading test are showed. In the last part, the correlation of these findings are presented.

A. Emotional Intelligence of Tenth Grade Science Students of SMA NU 01 Penawaja Tegal

In this section, the data collected from emotional intelligence scale paper, observation checklist and interview are analyzed. The result of analysis are presented as below.

1. The Result of Emotional Intelligence Scale

The data of students' emotional intelligence obtained from emotional intelligence scale that contains 100 items. After did validity examine, there were 78 items of emotional intelligence scale. To answer each item in the scale, the researcher provided five alternative answers, those are very disagree (VD), disagree (D), neutral (N), agree (A), and very agree (VA) with the value 1, 2, 3, 4, 5, for the favorable items and the value 5, 4, 3, 2, 1 for the unfavorable items. The result of students' emotional intelligence described on the table below:

Table 4.1
The Result of Students' Emotional Intelligence
Level (x variable)

No	Code	Score	No	Code	Score
1	R-1	271	21	R-21	330
2	R-2	278	22	R-22	347
3	R-3	324	23	R-23	367
4	R-4	290	24	R-24	359
5	R-5	278	25	R-25	295
6	R-6	286	26	R-26	266
7	R-7	291	27	R-27	300
8	R-8	369	28	R-28	319
9	R-9	280	29	R-29	328
10	R-10	277	30	R-30	278
11	R-11	271	31	R-31	273
12	R-12	354	32	R-32	284
13	R-13	268	33	R-33	299
14	R-14	282	34	R-34	320
15	R-15	265	35	R-35	293
16	R-16	255	36	R-36	270
17	R-17	301	37	R-37	313
18	R-18	271	38	R-38	305
19	R-19	324	39	R-39	329
20	R-20	315			

Based on the table above, the next steps are calculating mean of students' emotional intelligence and identify the quality of variable X (emotional intelligence), as follows:

Table 4.2.

The Score of Emotional Intelligence Scale

No	X	f	fX
1	255	1	255
2	265	1	265
3	266	1	266
4	268	1	268
5	270	1	270
6	271	3	813
7	273	1	273
8	277	1	277
9	278	3	834
10	280	1	280
11	282	1	282
12	284	1	284
13	286	1	286
14	290	1	290
15	291	1	291
16	293	1	293
17	295	1	295
18	299	1	299

19	300	1	300
20	301	1	301
21	305	1	305
22	313	1	313
23	315	1	315
24	319	1	319
25	320	1	320
26	324	2	648
27	328	1	328
28	329	1	329
29	330	1	330
30	347	1	347
31	354	1	354
32	359	1	359
33	367	1	367
34	369	1	369
		$\sum f = 39$	11725

a) Calculate mean of students' emotional intelligence

$$M_x = \frac{\sum fx}{N}$$

$$= \frac{11725}{39}$$

$$= 300.641026 \text{ simplified to be } 301$$

b) Calculate the total of interval data

$$K = 1 + 3.3 \log n$$

$$\begin{aligned}
&= 1 + 3.3 \log 39 \\
&= 1 + 3.3 (1.59106461) \\
&= 1 + 5.25051321 \\
&= 6.25051321
\end{aligned}$$

- c) Determine the highest score (H) and lowest score (L)
Based on the table 4.2 above, we can conclude that the highest score (H) is 369 and the lowest score (L) is 255.

- d) Determine the range of score available in data (R)

$$R = H - L + 1$$

Notes:

R = Range

H = Highest score

L = Lowest score

1 = Constant numeral

From the data above, we know that: H = 369 and L = 255, therefore:

$$\begin{aligned}
R &= H - L + 1 \\
&= 369 - 255 \\
&= 114
\end{aligned}$$

- e) Determine the interval class

$$i = \frac{\text{range}}{\text{interval total}}$$

$$= \frac{114}{7}$$

$$= 16.2857 \text{ simplified to be } 16$$

So the class interval is 16 with the total interval of each class is 7.

Table 4.3
Frequency Distribution of Students' Emotional Intelligence

Interval	Absolute frequency	Relative frequency
255- 261	1	2. 56 %
262-268	3	7. 69 %
269-275	5	12. 82 %
276- 282	6	15. 38 %
283- 289	2	5. 12 %
290- 296	4	10. 25 %
297- 303	3	7. 69 %
304- 310	1	2. 56 %
311-317	2	5. 12 %
318- 324	4	10. 25 %
325- 331	3	7. 69 %
332- 338	-	0 %
339- 345	-	0 %
346- 352	1	2. 56 %
353- 359	2	5. 12 %
360-366	-	0 %
367-372	2	5. 12 %

	$\sum n = 39$	100 %
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f) Determine mean and standard of deviation

In this step, the result of students' emotional intelligence will be classified. Researcher used five scale standard to classify the result. So, researcher calculated the mean and deviation standard first that is need to arrange the scale

$$\begin{aligned} \text{Mean} &= \frac{\sum X}{N} \\ &= \frac{11725}{39} \\ &= 300.64 \end{aligned}$$

$$\begin{aligned} \text{SD} &= \sqrt{\frac{N\sum X^2 - (\sum x)^2}{N}} \\ &= \sqrt{\frac{138867651 - 137475625}{39}} \\ &= 13.964 \text{ simplified to be } 14 \end{aligned}$$

Determine the category of students' emotional intelligence by using five scale standard:

$$\begin{aligned} M + 1.5 \text{ SD} &= 301 + 1.5 (14) &&= 322 &&= \geq 322 \\ M + 0.5 \text{ SD} &= 301 + 0.5 (14) &&= 308 &&= 308 - 321 \\ M - 0.5 \text{ SD} &= 301 - 0.5 (14) &&= 294 &&= 294 - 307 \\ M - 1.5 \text{ SD} &= 301 - 1.5 (14) &&= 280 &&= 280 - 293 \\ \text{Less than } M - 1.5 \text{ SD} &&&&&= \text{less than } 280 \end{aligned}$$

g) The quality of students' emotional intelligence variable (X)

Based on the calculation of five scales standard, the interval of each scale have been determined. The scales were served in the table below followed by the categories.

Table 4.4
The Quality of Students' Emotional Intelligence

Mean	Score	Categories
301	More than 322	Excellent
	308 – 321	Very good
	294 – 307	Good
	280 - 293	Poor
	Less than 280	Very poor

From the table above, mean of students' emotional intelligence 301, located in interval 294-307. It means that students' emotional intelligence were in good category.

2. The Observation Result of Students' Emotional Intelligence

To prove and support the result of Emotional intelligence scale of students, the researcher observed the students' behavior during six days. The observation was conducted on Augustus 27, 2018 until September 1, 2018. In the observation, the researcher just sat on the back seat of the class and watched

the running of teaching and learning process. Beside that, the researcher also observed the students out the class when break time, such as in the library, canteen, etc. The observation object was students' behavior to investigate how emotional intelligence they have. It was purposed to support the answer result of emotional intelligence scale which was filled by each student.

There were five aspects were observed to know the emotional intelligence of each student those are: self-awareness, self-management, self-motivation, empathy, and handling relationship. Those aspect mentioned in the observation checklist paper.

For self-awareness aspect, when researcher came to the class and observed, there were some students who still lack of self-awareness. They did not aware how education is important for them. They came late and did not pay attention to the materials were explained by the teacher. They prefer to play smart phone than study. Moreover, when teacher asked to collect the homework, there were 5 students that forgot and did not collect it. As a whole, student who lack of self-awareness, they will not confident enough too.

The second aspect that observed was self-management. From the observation result, it can be known that in the beginning, most of students have good self-management. They can control and manage their negative emotions in and out of

the class. Nevertheless, in the fifth day observation, the researcher found three female students at loggerheads. They got to high words for each other. This incident happened in the canteen behind the school. Fortunately, they could be separated as soon as possible.

For self-motivation, motivation like a wave of the sea. Sometimes it may flux and reflux. When I observed in the class, the up and down motivation often influenced by the kinds of subject. Students will more enthusiastic when they learn science lessons and they will less enthusiastic when they learn Indonesian language and history lessons. Students also have competition to show their best performance in front of the teacher and class. Overall, self-motivation of students X science can be called good enough.

In the empathy aspect, it can be seen that female students have higher respect and care (empathy) than male students. As we know, generally, female more sensitive about situation and feeling than male. The empathy feeling of female student in that class also better than male students. They help each other, share each other and entertain each other.

For handling relationship aspect, it can be stated that students who participated in an organization in the school will more cooperative, open minded, active, and easy to express their opinion in front of the public. While students who did not participate in an organization, they prefer to do their job

individually. They also hard to cooperate, uncommunicative, and have limited friendship.

3. Interview Result of Students' Emotional Intelligence

After conducted an observation, then it be continued by interviewing the students. It purposed to crosscheck the students' answer on emotional intelligence scale. The result of interview was explained as follow

Average student understood about their feeling and what made they feel so. Sometimes they feel happy, bored, angry, or sad. Those feelings perceived alternately by students. They also knew that their feeling influence their behavior in their daily activity. In addition, half of students in that class have high confident. Overall, self-awareness of tenth grade science students can be called good enough.

When researcher asking the questions about self-management, there were various answers of each students and it was showed the character of each person. When students felt angry or disappointed regarding their classmate, some of them directly showed their annoyance and disappointment. While, the rest keeping quiet and pretending that nothing happened. Most of students were able to control their emotions well and only several of them who hard to control their emotions. For students who were passive and low in cognitive ability, all of school activities and assignments often made they depressed. The result of interview showed that 15 of 39 students are easy

to depressed because of that matter. Therefore, the students' self-management in that class can be stated "poor" and it is not appropriate with the answer of emotional intelligence scale which is showed that the class has good self-management.

We know that every student need a motivation in his learning process. Motivation is one of factors may encourage students to get success in their academic achievement. Based on interview, each student has his/her own motivation source. Some come from inside (themselves) and some come from outside (another people). Although they have different motivation sources, but actually it will activate their self-motivation.

Most of students have good motivation. In addition, they are able to think positively against unlucky situation. When they are asked to give an opinion about failure by the researcher, most of them considered a failure as new experience. Beside that, half number of students have prospect to go through the life. based on this explanation, it can be stated that self-motivation of tenth grade science students were in good category.

Empathy is sensing what people are feeling, being able to take their perspective and cultivating rapport and attunement with a broad diversity of people. Empathy also refers to the identification with the state of another people. Based on interview, it is showed that female student have higher

empathy than male. The principle of empathy itself including caring, respecting, sharing and helping. As we know that generally female more sensitive toward any feeling than male. That sensitivity makes female student easy to feel what the other feels. They also have various ways to show their respecting, caring, sharing and helping such as being a funny person to amuse their friend, being a loyal listener, etc. overall, it can be concluded that the empathy level of this class is good.

For handling relationship aspect, in this class, 30 percent of students participated some organizations whether in or out the class and the rest did not participate any organization. They who participated in an organization more communicative, easy to express their feeling and idea, and even have unlimited sociality and vice versa.

The information also said that most of students were easy to cooperate, tolerance and interact with new people. Nevertheless, there were several of them who still hard to cooperate and tolerance. They who were easy to cooperate prefer to do their job in group and emphasize their public necessity. On contrary, they who were hard to cooperate prefer to do any job or task individually, emphasize their own necessity and usually have limited sociality. Based on interview, there were eleven students with that type. It is not appropriate with their answer on emotional intelligence scale.

Overall, considering this matter, the handling relationship of the students can be stated at good enough category.

In summary, although the statistical calculation showed that the students' emotional intelligence were in good category, but the result of observation and interview in the field did not said so. The observation and interview here were used as supported method, which was purposed to crosscheck the students' answer on emotional intelligence scale, whether it was valid or not. Based on observation and interview, there were eleven students who were in poor category. Those eleven students who already had filled the emotional intelligence scale, gave inappropriate answer with their real situation. Regarding the explanation above, the students' emotional intelligence can be called at good enough category. Overall, the differences result among emotional intelligence, observation and interview can be seen that it was not too far. Therefore, the statistical calculation of emotional intelligence scale can be considered as acceptable and valid data.

B. Reading Comprehension Achievement of Tenth Grade Science Students of SMA NU 01 Penawaja Tegal

The data of this variable is taken from the test given by the researcher. The score of the test of tenth grade science students of SMA NU 01 Penawaja Tegal in the academic year of 2017/2018 served as follow:

Table 4.5.

The Students' Score in Reading Test

No	Code	Score	No	Code	Score
1	R-1	72	21	R-21	72
2	R-2	72	22	R-22	90
3	R-3	84	23	R-23	94
4	R-4	78	24	R-24	94
5	R-5	74	25	R-25	80
6	R-6	80	26	R-26	70
7	R-7	84	27	R-27	72
8	R-8	92	28	R-28	84
9	R-9	72	29	R-29	86
10	R-10	74	30	R-30	72
11	R-11	66	31	R-31	78
12	R-12	90	32	R-32	72
13	R-13	68	33	R-33	88
14	R-14	78	34	R-34	80
15	R-15	70	35	R-35	72
16	R-16	70	36	R-36	68
17	R-17	68	37	R-37	70
18	R-18	70	38	R-38	66
19	R-19	78	39	R-39	84
20	R-20	80			

Based on the table above, the next step is looking for the mean and the quality of students' achievement in reading (Y)

a) Calculate the SUM of interval

$$\begin{aligned}K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 39 \\ &= 1 + 5.250 \\ &= 6.250 \text{ simplified to be } 6\end{aligned}$$

b) Find out the range

$$\begin{aligned}R &= H - L \\ R &= 94 - 66 \\ &= 28\end{aligned}$$

c) Determine the class interval

$$\begin{aligned}i &= \frac{\text{range}}{\text{interval total}} \\ &= \frac{28}{6} \\ &= 4.66 \text{ or } 5\end{aligned}$$

Therefore, the class interval is 5 and total of interval is 6

Table 4.6.
Frequency Distribution of Students Achievement in
Reading Comprehension

No	Interval	Absolut frequency	Relative frequency
1	90-94	5	12.82 %
2	85-89	2	5.12 %
3	80-84	8	20.6 %
4	75-79	4	10.25 %

5	70-74	15	38.46 %
6	65-69	4	10.25 %
	Total	39	100

d) Determine the standard deviation and mean

$$\begin{aligned} \text{Mea} &= \frac{\sum X}{N} \\ &= \frac{3012}{39} \\ &= 77.2 \end{aligned}$$

$$\begin{aligned} \text{SD} &= \sqrt{\frac{N\sum X^2 - (\sum x)^2}{N}} \\ &= \sqrt{\frac{9170616 - 9072144}{39}} \\ &= 7.13 \text{ simplified to be } 7 \end{aligned}$$

Determine the category of students test score in reading by using five scale standard:

$$\begin{aligned} M + 1.5 \text{ SD} &= 77 + 1.5 (7) && = 87.5 = \geq 88 \\ M + 0.5 \text{ SD} &= 77 + 0.5 (7) && = 80.5 = 82 - 86 \\ M - 0.5 \text{ SD} &= 77 - 0.5 (7) && = 73.5 = 74 - 80 \\ M - 1.5 \text{ SD} &= 77 - 1.5 (7) && = 66.5 = 66 - 72 \\ \text{Less than } M - 1.5 \text{ SD} &&& \text{less than } 66.5 \end{aligned}$$

e) The quality of students' achievement in reading variable (Y)

Based on the calculation of five scales standard, the interval of each scale have been determined. The scales were served in the table below followed by the categories.

Table 4.7
The Quality of Students' Achievement in Reading Comprehension

Mean	Score	Categories
77.2	More than 88	Excellent
	82 – 86	Very good
	74- 80	Good
	66 – 72	Poor
	Less than 66	Very poor

From the table above, it is known that the mean of students' achievement in reading comprehension variable is 77. 2. It means that the category of students' achievement in reading comprehension is good. It is on interval 74 – 80.

C. The Correlation between Students' Emotional Intelligence and Their Achievement in Reading Comprehension

To find out the correlation between emotional intelligence and reading achievement of tenth grade science students of SMA NU 01 Penawaja Tegal, the researcher did an analysis of quantitative data. The data were gained by giving emotional intelligence scale and reading test. Therefore to analyze the acquired data, the researcher did hypothesis analysis as follows:

1. Hypothesis Analysis

This analysis is used to prove that the hypothesis is accepted or rejected. In this study, the hypothesis is there is any correlation between students' emotional intelligence and their achievement

in reading comprehension in SMA NU 01 Penawaja Tegal in the academic year of 2017/2018

To prove the hypothesis above, the researcher used *Pearson product moment* with W- Stats as follow:

- a. Looking for the correlation between predictor (X) and the criterion (Y) can be found by the correlation product moment technique with W-Stats application:

The Result Calculation of Pearson Product-Moment Correlation

The screenshot displays the results of a statistical analysis in W-Stats. It includes a navigation bar with 'BERANDA' and 'DATA' buttons, and a green arrow labeled 'KE'. The main content is divided into two sections: 'HASIL ANALISIS STATISTIK DESKRIPTIF' and 'KORELASI PEARSON PRODUCT MOMENT'.

HASIL ANALISIS STATISTIK DESKRIPTIF

Variabel	ONAL INTELLI	READING
Jumlah Sampel (N) :	39	39
Skor Tertinggi :	369	94
Skor Terendah :	255	66
Rerata :	299,077	77,590
Varian :	958,389	64,669
Simpang Baku :	30,958	8,042
Galat Baku :	4,957	1,288

KORELASI PEARSON PRODUCT MOMENT
 Kriteria Signifikansi/Nilai kritis pada taraf 0,05% dengan derajat kebebasan (d.k.) = 37 adalah **0,531**

VARIABEL	EMOTIONAL INTELLI
READING	r: 0,851
<i>Kesimpulan: Signifikan</i>	

At the bottom, there is a navigation bar with buttons for 'BERANDA', 'Data', 'Hasil', 'Tutorial', and 'Sheet1', along with a plus sign icon.

Table 4.8
Summary of Hypothesis Test

N	Hypothesis Analysis	Result	Significant level (5%)	Information	Hypothesis
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39	r_{xy}	0.851	0.531	Significant	Accepted
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Based on the calculation above, it is known that the coefficient correlation (r) between variable X and Y is 0.851.

- b. Examining whether there is significant correlation or not by consulting the result of sig an α 5 %

After doing the correlation test with *product moment correlation* formula, the result is consulted with α 5 % on the significant level 5 %.

- a) It is significant if $\text{sig} < \alpha$ 5 % or if $r_{xy} > r_t$
- b) It is not significant if $\text{sig} > \alpha$ 5 % or if $r_{xy} < r_t$

From the result of calculation above, it is known that $r_{xy} = 0.851 > r_t = 0.531$, it means that there was significant correlation between X and Y variable which were student's emotional intelligence and their achievement in reading comprehension.

From the result above, the researcher interprets that category of coefficient correlation based on the following:

- 0.80 – 1.00 means very high correlation
- 0.60 – 0.799 means high correlation
- 0.40 – 0.599 means enough/fair correlation
- 0.20 – 0.399 means low correlation
- 0.00 – 0.199 means very low correlation

Based on the calculation above, the researcher concluded that the correlation between students' emotional intelligence and

their achievement in reading comprehension was 0.851, and it was categorized “very high correlation”.

D. Discussion

The design of this research was quantitative study and focus on analyzing the correlation between emotional intelligence and their achievement in reading comprehension of tenth grade science students SMA NU 01 Penawaja Tegal in the academic year of 2017/2018. The data were collected by giving emotional intelligence scale and reading test. From 78 students, the researcher took 50 % of them that were 39 students as sample.

After treating the data, the researcher gained some findings. Based on the result of emotional intelligence scale and reading test, it was known that there was correlation between students' emotional intelligence and their achievement in reading comprehension. The correlation was positive. It means that if students had high level of emotional intelligence, they would had high level too in their reading comprehension achievement. The other way, if students had lower level of emotional intelligence, they would had lower level too in their reading comprehension achievement.

The null hypothesis of the study was there was no significant correlation between emotional intelligence and achievement in reading comprehension of tenth grade science students of SMA NU Penawaja Tegal in the academic year of 2017/2018. In addition, the alternative hypothesis of the study was there was a

significant correlation between emotional intelligence and achievement in reading comprehension of tenth grade science students of SMA NU01 Penawaja Tegal in the academic year of 2017/2018. By doing an analysis used the *pearson product moment* correlation with W-stats application ($\alpha = 5\%$). The alternative hypothesis was accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discusses the findings of this study according to the research questions. A summary of the result is introduced and suggestions based on this research are discussed here.

A. Conclusion

Based on the research that was conducted in SMA NU 01 Penawaja Tegal in the academic year of 2017/2018, the researcher draws conclusion from the previous chapter that have been discussed.

1. Emotional intelligence of the tenth grade students of SMA NU 01 Penawaja Tegal in the academic year of 2017/2018 was considered good category. It can be seen from the average value of students' emotional intelligence scale is 301; it is on interval 294 – 307.
2. The average of students' achievement in reading comprehension is 77; it is on interval 74 - 80. Therefore, the quality of reading comprehension achievement of tenth grade students of SMA NU 01 Penawaja Tegal in the academic year 2017/2018 can be classified at good category.
3. In this research, it was found that there was significant correlation between these two variables; emotional intelligence and achievement in reading, and the result calculation is 0.851 with a positive correlation. It means there was similarity

correlation between those two variables. If students' emotional intelligence was high, the achievement in reading would high too. Equally, if students' emotional intelligence was low, the achievement in reading was low too.

4. After consulting the result to the table of r product moment with the number of subject (N) = 39 and significant level 5% and r_{table} is 0.531, because $r_{xy} > r_{table}$, it means significant. So it was found that there is correlation between these two variables with category "very high correlation". Then the alternative hypothesis was accepted that there was positive correlation between emotional intelligence and achievement in reading.

B. Suggestions

After all of the discussion of the theme in this thesis, the researcher hoped that thoughts in this thesis could be beneficial to all parties. Therefore there are some suggestions proposed by the researcher.

1. Emotional intelligence can be considered as one of essential things that should be paid attention by learners and educators or teachers. It controls how people act and respond with some stimulations, knowledge acquisition and unfamiliar situations. Developing students' emotional intelligence helps students achieve their success in academic. For teachers themselves, always involved emotional intelligence in teaching process. It will make the process run optimally.

2. Reading is one of four skills in English should be mastered. Recently, reading is considered as a complex skill and need high thinking to comprehend. It makes most of students being lazy to read. Whereas, through reading, students gain various information and outlooks. Reading activity grew from the awareness and motivation of students themselves. Therefore, teachers and students should be more aware of this and have good strategies to optimal it.

C. Closing

Alhamdulillah, the true praising is only belonging to Allah who gives faith, strength and health until this final project can be finished. The researcher is sure that this research is far from the perfection. Therefore, constructive critics and advices are really expected.

Finally, the researcher hopes that this research can bring good contribution for the teachers, students especially for educational institution.

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Appendix 1

STUDENTS' NAME OF STUDY

No	Students' Name	Sex	Code
1	Abdullah Gimnastiar	Male	R-1
2	Adiyati Kusuma Ningrum	Female	R-2
3	Aji Khaerul Ramadhan	Male	R-3
4	Akhmad Ibnu Akil	Male	R-4
5	Bahrul Khayat	Male	R-5
6	Devita Rahma Sari	Female	R-6
7	Dian Kurniasih	Female	R-7
8	Esa Shoffa Kharisma K	Female	R-8
9	Fergian Muzaqi	Male	R-9
10	Feri Andri Saputra	Male	R-10
11	Icha Sya'bani	Female	R-11
12	Intan Mustika Ratih	Female	R-12
13	Jihan Annisa Faja Fiqoh	Female	R-13
14	Khabib Ricki Sihab	Male	R-14
15	M. Rizki Khalali	Male	R-15
16	A. Mabsathi Riziq	Male	R-16
17	Maulana Zulfa	Male	R-17
18	Mauli Nur Atiqoh	Female	R-18
19	Moh. Tauhid Alfian	Male	R-19
20	Muhammad Azmil Umur	Male	R-20
21	Muhammad Imamu Rasyid	Male	R-21
22	Mutiatus Shobah	Female	R-22
23	Nadia Uswatun Khasanah	Female	R-23
24	Nur Afina	Female	R-24
25	Nur Fitriyah	Female	R-25
26	Nur Reza Hendrawan	Male	R-26
27	Nurma Sumah	Female	R-27
28	Nurul Ati Dinu Nasikha	Female	R-28
29	Risma Nur Tri Listina	Female	R-29
30	Sehat Adi Wijaya	Male	R-30
31	Siska Amalia	Female	R-31
32	Siti Latifah	Female	R-32

33	Sofatul Azizah	Female	R-33
34	Tasya Aldina Aini	Female	R-34
35	Teguh Firmansyah	Male	R-35
36	Tiana Dewi Awaliyah	Female	R-36
37	Tri Wahyuni Lestari	Female	R-37
38	Umi Khanifah	Female	R-38
39	Yogi Istara	Female	R-39

Appendix 2

**STUDENTS' EMOTIONAL INTELLIGENCE OF THE TENTH
GRADE SCIENCE STUDENTS OF SMA NU 01 PENAWAJA
TEGAL**

No.	Code	F (+)					UF (-)					Total
		VI (1)	I (2)	N (3)	A (4)	VA (5)	VI (50)	I (4)	N (3)	A (2)	VA (1)	
1	R-1		4	45	56	25	30	52	51	6	2	271
2	R-2		2	30	84	20	25	64	42	8	3	278
3	R-3		4	18	64	55	90	84	3	6		324
4	R-4			15	104	25	10	108	18	6	4	290
5	R-5	2	6	24	72	25	30	72	33	14		278
6	R-6		6		100	45	25	32	66	12		286
7	R-7			15	68	70	5	84	30	18	1	291
8	R-8			6	28	135	165	32	3			369
9	R-9	3	6	3	116		10	100	36	18	1	280
10	R-10	2		24	68	30	30	76	33	14		277
11	R-11		10	24	96		15	92	27	2	5	271
12	R-12		2	12	20	130	155	16	15	4		354
13	R-13	1		42	60	25	5	60	63	12		268
14	R-14	1		21	108	20	10	92	27		3	282
15	R-15			63	52	10	35		105			265
16	R-16			75	36	10	30	4	90	10		255
17	R-17		27		68	50	10	120	24	2		301
18	R-18	2	2	45	56	20	35	52	51	8		271
19	R-19	2	2	21	56	40	105	92		6		324
20	R-20	3		24	96	20	75	76	21			315
21	R-21	1			116	30	110	60		12	1	330
22	R-22		2	9	28	115	125	40	24	2	2	347
23	R-23		2	9	16	140	175	16	9			367
24	R-24			15	20	120	145	36	21	2		359
25	R-25	1	6	24	96		15	144	9			295
26	R-26	2		30	84	15	5	44	84		2	266
27	R-27	4	4	18	72	35	65	96		4	2	300
28	R-28		2		88	65	60	88	9	4	3	319
29	R-29			3	84	70	55	108		8		328
30	R-30	1	2	27	92	10	5	88	51		2	278
31	R-31			39	92		10	96	18		1	273

32	R-32		10		104	25	45	24	69	2	2	284
33	R-33			24	48	80	45	64	21	14	3	299
34	R-34		2	15	60	75	65	80	21		2	320
35	R-35	5	6	24	44	45	20	140	9			293
36	R-36			36	84	15	10	44	69	12		270
37	R-37			51	52	30	90	72	18			313
38	R-38	3	4	33	44	45	90	56	30			305
39	R-39	6	15	28	105	70	88	9	8			329

Appendix 3

**SCORES OF THE TEHTH GRADE SCIENCE STUDENTS OF
SMA NU 01 PENAWAJA TEGAL IN READING TEST**

No	Name	Code	Score
1	Abdullah Gimnastiar	R-1	72
2	Adiyati Kusuma Ningrum	R-2	72
3	Aji Khaerul Ramadhan	R-3	84
4	Akhmad Ibnu Akil	R-4	78
5	Bahrul Khayat	R-5	74
6	Devita Rahma Sari	R-6	80
7	Dian Kurniasih	R-7	84
8	Esa Shoffa Kharisma K	R-8	92
9	Fergian Muzaqi	R-9	72
10	Feri Andri Saputra	R-10	74
11	Icha Sya'bani	R-11	66
12	Intan Mustika Ratih	R-12	90
13	Jihan Annisa Faja Fiqoh	R-13	68
14	Khabib Ricki Sihab	R-14	78
15	M. Rizki Khalali	R-15	70
16	B. Mabsathi Riziq	R-16	70
17	Maulana Zulfa	R-17	68
18	Mauli Nur Atiqoh	R-18	70
19	Moh. Tauhid Alfian	R-19	78
20	Muhammad Azmil Umur	R-20	80
21	Muhammad Imamu Rasyid	R-21	72
22	Mutiatus Shobah	R-22	90
23	Nadia Uswatun Khasanah	R-23	94
24	Nur Afina	R-24	94
25	Nur Fitriyah	R-25	80
26	Nur Reza Hendrawan	R-26	70
27	Nurma Sumah	R-27	72
28	Nurul Ati Dinu Nasikha	R-28	84
29	Risma Nur Tri Listina	R-29	86
30	Sehat Adi Wijaya	R-30	72
31	Siska Amalia	R-31	78

32	Siti Latifah	R-32	72
33	Sofatul Azizah	R-33	88
34	Tasya Aldina Aini	R-34	80
35	Teguh Firmansyah	R-35	72
36	Tiana Dewi Awaliyah	R-36	68
37	Tri Wahyuni Lestari	R-37	70
38	Umi Khanifah	R-38	66
39	Yogi Istara	R-39	84

Appendix 4

Indicators of Emotional Intelligence Scale

Name of construct : Emotional Intelligence

Kind of construct : Linear

Scale form : Likert (1-5)

Theory : Emotional Intelligence by Daniel Goleman

Subject : The tenth grade science students of SMA NU Penawaja Tegal

Variable	Components	Indicators	Scale item	
			F	UF
Emotional Intelligence	1. Self-awareness	1.1. Recognize and feel self-emotions	2	2
		1.2. Know the feeling causation	2	2
		1.3. Understand the effect of self-emotions toward the action	1	1
		1.4. Self-confident	2	2
		1.5. Put up with self-condition	2	2
	2. Self-management	2.1. Be able to control self-emotion	1	1
		2.2. Be able to manage self-emotion	1	1
		2.3. Be able to keep a temper	2	2
		2.4. Be able to control and cope with the frustration	2	2
		3.1. Be able to solve the self-problem	2	2

	3. Self-motivation	3.2. Have a prospect and optimism	3	3
		3.3. Positive thinking	2	2
		3.4. Release oneself from the influence of emotions	3	3
		3.5. Have motivation to get achievement	3	3
	4. Empathy	4.1. Recognize others' emotion	2	2
		4.2. Feel and understand what other people feel	2	2
		4.3. Respect what emotion the others feel	2	2
		4.4. Care with the other	2	2
		4.5. Sharing	2	2
		4.6. Helping	2	2
		4.7. be able to express the feeling well	2	2
	5. Handling relationship	5.1. Know the importance of establish a relationship	2	2
		5.2. Be able to solve the conflict with others.	2	2
		5.3. Have an ability to interact easily with others	2	2
		5.4. Being an easy going person	2	2
		5.5. Having attention to the others' importance	2	2
		5.6. Like to share and cooperate	2	2

		5.7. Having mature and attitude tolerance	2	2
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Scoring for Likert Scale

Response	Description	F	UF
VI	Very Inappropriate	1	5
I	Inappropriate	2	4
N	Neutral	3	3
A	Appropriate	4	2
VA	Very Appropriate	5	1

Appendix 5

Instrument for measuring emotional intelligence

SKALA KECERDASAN EMOSI

Nama :

Kelas :

Petunjuk pengisian:

1. Bacalah baik-baik setiap item skala dan alternatif jawaban
2. Isilah semua item skala dan jangan sampai ada yang terlewatkan
3. Pilih alternatif jawaban yang sesuai dengan keadaan anda
4. Alternatif jawaban adalah

STS : Sangat tidak sesuai S: Sesuai
TS : Tidak sesuai SS: Sangat sesuai
N : Netral

NO	F/UF	ITEM SKALA	STS	TS	N	S	SS
1	F	Saya merasa malu jika datang ke sekolah melebihi jam masuk					
2	UF	Telat masuk bukan masalah bagi saya, yang penting saya berangkat sekolah					
3	UF	Saya senang jika jam pelajaran kosong					
4	F	Saya tahu penyebab dari kemarahan dan kekecewaan saya					
5	UF	Saya tidak akan belajar ketika sedang marah					
6	F	Saya bersedia jadi moderator saat diskusi kelas					
7	UF	Saya tidak bisa berkata-kata ketika disuruh bercerita didepan kelas					

8	F	Meskipun harus berjalan kaki, saya tetap bangga karena masih bisa melanjutkan sekolah					
9	UF	Jika tidak dibelikan sepeda motor baru, saya tidak akan melanjutkan sekolah					
10	F	Walaupun wajah saya pas-pasan tapi saya sempurna secara fisik					
11	UF	Saya tidak menyukai bentuk wajah saya yang pas-pasan					
12	F	Saya berusaha bersabar ketika permintaan saya tidak dikabulkan					
13	UF	Saya memendam kekecewaan dan kemarahan ketika permintaan saya tidak dikabulkan					
14	F	Ketika saya sedih saya selalu bisa mengalihkan perhatian saya agar tidak larut dalam kesedihan					
15	UF	Saya suka berlarut-larut dalam kesedihan dan tidak tahu cara mengatasinya					
16	F	Saya tidak peduli jika ada teman-teman yang mengolok-olok saya					
17	F	Meskipun sudah membuat saya menunggu, saya berusaha memahami alasan teman yang membatalkan janjinya dengan saya					
18	UF	Saya tidak bisa mentolerir orang yang sudah membatalkan janji dan membuat saya menunggu					

19	F	Saya selalu bisa melakukan hal yang menyenangkan disela-sela mengerjakan tugas-tugas sekolah					
20	UF	Tugas-tugas dari sekolah sering kali membuat saya frustrasi					
21	UF	Kesulitan mengerjakan soal bahasa inggris membuat saya membenci mapel tersebut					
22	F	Saya harus bisa mewujudkan cita-cita saya					
23	UF	Terwujud atau tidaknya cita-cita tergantung pada takdir saya					
24	F	Jika teman saya bisa menguasai bahasa inggris mengapa saya tidak. Saya pasti bisa					
25	UF	Hanya mereka dengan IQ tinggi yang bisa menguasai bahasa inggris. Saya tidak termasuk					
26	F	Saya rasa kegagalan adalah keberhasilan yang tertunda					
27	UF	Saya rasa kegagalan adalah kehancuran					
28	F	Meski saya kecewa karena berulang kali gagal dalam kompetisi tapi saya akan tetap mengikuti sampai saya berhasil					
29	UF	Saya berulang kali gagal dalam kompetisis dan tidak ingin mengikuti lagi					
30	UF	Saya tidak mempunyai pikiran untuk belajar ketika saya sedih					
31	UF	Saya ingin memukul teman yang sudah membuat saya marah					
32	UF	Saya tidak peduli dengan nilai-nilai bahasa inggris saya					

33	F	Dengan usaha yang keras, saya yakin bisa menduduki juara satu parallel dan memperoleh beasiswa prestasi					
34	UF	Saya rasa sia-sia usaha keras saya untuk memperoleh nilai tinggi karena hasilnya sama saja					
35	F	Saya bisa menjadi pelukis terkenal jika saya mengasah kemampuan menggambar saya					
36	UF	Saya merasa tidak memiliki bakat apapun yang bisa mengantarkan saya pada kesuksesan					
37	F	Saya tahu teman saya akan diam menyendiri dipojok jika dia sedang bersedih					
38	UF	Saya tetap mengajak teman saya mengobrol seperti biasa tidak peduli dia sedang memiliki mood yang baik atau tidak					
39	F	Jika teman saya yang ceria tidak menyapa saya, dia pasti sedang marah dengan saya					
40	F	Saya siap menjadi pendengar setia untuk mendengarkan keluh kesah teman saya					
41	F	Saya ikut bahagia melihat teman saya lolos seleksi untuk olimpiade					
42	UF	Saya merasa tersaingi dan iri melihat teman saya lolos seleksi untuk olimpiade					
43	F	Saya akan membiarkan teman saya menangis dan					

		mendekatinya setelah kembali tenang					
44	UF	Saya akan terus mendesak teman saya menceritakan masalahnya walaupun dia sedang menangis					
45	UF	Saya tidak tahu persisi kapan tanggal ulang tahun teman-teman dekat saya					
46	UF	Saya tidak peduli dengan teman saya yang suka bolos					
47	UF	Saya merasa risih jika ada seseorang yang menyentuh makanan saya					
48	F	Saya sering meminjamkan buku catatan pada teman saya yang kemarin tidak berangkat					
49	F	Saya membantu teman saya mengatasi kesulitan dalam mapel bahasa inggris dengan belajar kelompok					
50	UF	Kesulitan yang teman saya hadapi dalam mapel bahasa inggris bukanlah urusan saya					
51	F	Saya berusaha membantu setiap orang yang membutuhkan					
52	UF	Saya akan membantu orang yang benar-benar sudah kenal baik dengan saya					
53	F	Apabila ada teman saya yang melanggar peraturan sekolah, saya akan menegur dengan kata-kata yang baik					
54	UF	Apabila ada teman yang melanggar peraturan sekolah, saya akan langsung					

		melaporkannya agar segera diberi sanksi					
55	F	Saya akan minta maaf jika telah menyinggung perasaan orang lain					
56	UF	Saya tidak perlu minta maaf hanya karena kata-kata saya yang tidak sengaja menyinggung orang lain					
57	F	Saya lebih suka mengerjakan tugas secara berkelompok daripada sendiri					
58	UF	Saya lebih suka mengerjakan tugas sendiri daripada berkelompok					
59	F	Saya sadar kerja sama dan kekompakan sangat dibutuhkan dalam meningkatkan kualitas kelas kita					
60	UF	Saya sadar semua tugas dan pekerjaan bisa diselesaikan sendirian tanpa bantu orang lain					
61	UF	Saya selalu sulit menemukan solusi atas permasalahan yang terjadi antara teman dan saya					
62	F	Saya selalu bisa mengakhiri perang dingin yang terjadi diantara saya dan teman saya					
63	UF	Saya sulit mengakhiri perang dingin yang terjadi diantara saya dan teman saya					
64	F	Saya tidak sungkan memulai pembicaraan dengan orang yang baru saya kenal					
65	F	Saya siap menjadi mediator dalam lomba debat antar kelas					

66	UF	Saya tidak pandai memulai pembicaraan dengan orang sekalipun sudah akrab					
67	UF	Saya sulit untuk akrab dengan orang yang belum lama saya kenal					
68	F	Saya sering bergaul dengan teman yang berbeda kelas dengan saya					
69	UF	Saya tidak pernah mengingatkan teman saya untuk mengerjakan tugasnya					
70	F	Saya selalu mendukung teman saya yang mengikuti perlombaan mewakili sekolah					
71	UF	Saya tidak memiliki urusan dengan teman saya yang mengikuti perlombaan mewakili sekolah					
72	F	Saya membantu teman saya memecahkan kesulitannya mengerjakan soal dengan belajar kelompok					
73	UF	Saya tidak suka mengajari teman saya yang sedang kesulitan memahami materi					
74	F	Saya antusias mengikuti gotong royong membersihkan lingkungan dirumah					
75	UF	Saya tidak pernah mengikuti gotong royong membersihkan lingkungan dirumah					
76	UF	Saya harus membuat orang lain sependapat dengan pemikiran saya					
77	F	Saya siap menerima kritikan yang diberikan kepada saya					

78	UF	Saya tidak senang dikritik					
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Appendix 6

Instruments for assessing reading

A. Read the following text and answer the questions

Goldilocks and the Three bears

Once there were three bears that lived in a house in the woods; a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

While she was sleeping, the three bears came home. When they went into the kitchen. They got very surprised. Someone has tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover, the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she is!".

Goldilocks woke up when she saw the three bears; she jumped out of bed and run out of the house to her home. Never again did she make herself at home in anyone else's house.

1. How did the Goldilocks find the bears' house?
 - a. She went to the deepest woods and found the bears' house
 - b. She took a walk through the jungle and found the bears' house
 - c. She ran away from her house and suddenly found the house
 - d. She took a walk but didn't find the bears' house
 - e. She took a walk around her house
2. What did she find in the bears' house?
 - a. The delicious porridge, small chair and soft bed
 - b. The porridge, the chair and the small bed
 - c. The porridge, the bowl and the big bed
 - d. The bowl, the kitchen, and mama bear

- e. The broken chair, the porridge and the pool
- 3. What happened to the small chair?
 - a. It was being stronger
 - b. It was cracked
 - c. It was broken
 - d. it was tasted
 - e. it was eaten
- 4. What the moral value can be learned from the story above?
 - a. We allow to utilize some equipment owned by another person
 - b. We do not allow to eat the porridge owned by another person
 - c. We are free to enter other one's home without his permit
 - d. We are free to enter other one's home and utilize anything inside that home without his permit
 - e. We do not allow to enter other one's house and utilize anything inside home without his permit
- B. Read the following text and answer the questions

Mr. karto

Mr. karto is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Karto is ready to harvest his crops.

Mr. Karto ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Karto duties before breakfast. He does most of the hard outdoor work by himself.

- 5. Who is Mr. Karto?
 - a. He is a doctor
 - b. He is a poultry man
 - c. He is a breeder
 - d. he is a framer
 - e. he is a teacher
- 6. What is the farm look like during the rainy season?
 - a. The rainy season makes the farm dry
 - b. The rainy season makes the farm beautiful
 - c. The rainy season makes the farm dirty
 - d. it makes the farm happy
 - e. it makes the farm getting plant disease
- 7. When does Mr. Karto workday end?
 - a. At the beginning of rainy season
 - b. At the early morning
 - c. At evening
 - d. at noon
 - e. at night

A tour to botanic gardens by nida

On Thursday 24 April, the seventh grade students of SMAN 1 Semarang went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First, we went to the orchid farm and Mrs. Lina read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next, we took some pictures and then went back to the education center to have lunch. After that we went for a walk.

A lady took us around and introduced herself; then she explained what we were going to do. Next, she took us into the green house. It was the most interesting.

Soon after we had finished we went back outside. Then we got into the bus and returned to the school.

8. What is the purpose of the text?
 - a. To inform the reader about botanic garden
 - b. To persuade the readers
 - c. To entertain the reader
 - d. To retell the writers' experience
 - e. To explain the writers' experience
9. Where were they had lunch?
 - a. In the bus
 - b. In the orchid farm
 - c. In the garden house
 - d. around the street
 - e. in the education center
10. What destination they have visited?
 - a. The gardens, the orchid farm and the education center
 - b. The plants, and the orchid farm
 - c. The morning tea and the botanic garden
 - d. The gardens, the morning tea and the education center
 - e. Only the education center
11. What kind of the text above?
 - a. Descriptive text
 - b. Recount text
 - c. narrative text
 - d. procedure text
 - e. report text

How to plant jasmine

You will need:

A packet of jasmine, a small pot, loamy soil, fertilizers and water

Steps:

- Mix the soil with fertilizer well to create a medium for planting the seeds.
- Scatter seeds on the surface of the soil
- Cover the seeds with a 3 mm layer of soil.
- Press the soil firmly, then spray with water to moisten the bed.
- Place the pot in warm, sunny position (at least 25°C) for 10-14 days.
- Seed will germinate approximately in 10-14 days.

Tips: keep the soil moist but avoid over watering, watch for small black dropping and holes in leaves which indicates your jasmine has caterpillars.

12. What is the purpose of the text?
 - a. To persuade the reader
 - b. To entertain the reader
 - c. To retell the authors' experience
 - d. To describe the way things are
 - e. To describe how to do something
13. How many materials needed to plant jasmine?
 - a. 3 materials c. 5 materials e. 7 materials
 - b. 4 materials d. 6 materials
14. The statements below are true except....
 - a. It needs about 10-14 days for seeds to grow
 - b. avoid over watering
 - c. loamy soil along with fertilizer will be created a medium to plant
 - d. keep the seeds on the surface of the soil
 - e. cover the seeds with 3mm layer of soil

Dolphins

Dolphins are mammals. They have to breathe air or they will die. They are members of the Delphinidae family.

Dolphins have smooth skin. Only baby dolphins are born with a few bristly hairs on their snouts. These hairs soon fall out. They have a long tail and fin on the top backs keeps the dolphins from rolling over. Dolphins grow from 2 to 3 meters long and weight up to 75.

Dolphins hunt together in a group. A group of dolphins is called a pod. They eat fish, shrimps and small squid. They live in salt water oceans. Dolphins can hold their breath for six minutes.

When dolphins hear or see a ship close by they go near it and follow it many kilometers. However, dolphins are very friendly to people and have never harmed anyone. They are very playful animals.

15. What is the main idea of paragraph three?
 - a. The dolphin appearance
 - b. The dolphin habits
 - c. The dolphin family
 - d. The way dolphin take a breath
 - e. Group of dolphin
16. What is the unusual habit of dolphin based on the text?
 - a. Dolphin has smooth skin
 - b. Dolphin has to breath air
 - c. Dolphin grow from 2 to 3 meters long
 - d. Dolphins will near and follow a ship that close with them
 - e. dolphins often harm people

Snow

The snowfall is always exciting, isn't it? In the snowfall you can crunch through the snow, make a snowman and play snowballs with your brother. Have you ever wondered how snow is made, though?

Snow occurs when water vapors in the air freeze before they can turn into water. This happens when the temperature in the clouds is very cold. Snowflakes are made up of ice crystals that have formed around bits of dirt in the air. The snowflakes start out very small and grow. Each snowflakes is different and might contain up 200 crystals.

17. What kind of the text above?
 - a. Recount text
 - b. Explanation text
 - c. new item text
 - d. report text
 - e. procedure text
18. What is the generic structure of the text?
 - a. General statement-explanation
 - b. General classification description
 - c. Identification-description
 - d. Thesis-argument-recommendation
 - e. Orientation-complication-resolution
19. What is the main idea of paragraph two?
 - a. Describe the form of snow

- b. Tell how exciting snow is
 - c. Snow create from crystals
 - d. Each snowflakes contain 200 crystals
 - e. describe how snow is made
20. When the water vapor in the air and freeze?
- a. When the temperature in the clouds is very hot.
 - b. When the temperature in the sky is very cold.
 - c. When the temperature in the moon is very cool
 - d. When the temperature is very cold in the clouds
 - e. When snowfall freeze in the air

High Alert: Mt. Agung Eruption Imminent

Karangasem, Bali, Tues, September 26, 2017

Volcanic activity on mount Agung on the resort island of Bali has escalated considerably to the point that the National Disaster Mitigation Agency (BNPB) has warned it will be just a matter of time before the volcano erupts. The BNPB based its bleak conclusion on increasing tremors and satellite data pointing to a swelling of the volcano, indicating that magma is rising to the surface but is still.

“The chance that an eruption will happen is quite big. But it cannot be predicted when it will happen”, spokesman for the National Disaster Mitigation Agency (BNPB) Sutopo Purwo Nugroho said.

- 21. How was the situation of Mount Agung?
- 22. Where is mount Agung located?
- 23. What indication showed by mount Agung based on satellite data?
- 24. Who was giving a warning?
- 25. What is Mr. Sutopo said related to the condition of mount agung?

Students' Laptop

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course, it will need more cost but it will deserve for its function.

First, modern school tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media to follow that method. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently, there is an online shop which provides comprehensive information. The students just need to browse the online shop, decide which computer or laptop they need, then complete the transaction. After that, the laptop will be delivered to the students' house. That is really easy, save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study.

26. Based on the text, what do students require to get the better achievement in their school?
27. Why do modern schools prefer to use demonstrative methods in teaching students?
28. How to buy a laptop in an online shop?
29. According to your opinion, is a laptop become an important thing or not for students to catch the best result in their study? Give a reason!
30. If you want to buy a laptop. Do you prefer to buy in an electronic store or online shop? Why?

Appendix 7

The Validity Test of Emotional Intelligence Scale

No. Item	R_{xy}	R_t	Conclusion
1	0.645	0.267	Valid
2	0.375	0.267	Valid
3	-0.208	0.267	Invalid
4	-0.072	0.267	Invalid
5	0.310	0.267	Valid
6	-0.567	0.267	Invalid
7	-0.331	0.267	Invalid
8	0.292	0.267	Valid
9	0.310	0.267	Valid
10	0.602	0.267	Valid
11	0.587	0.267	Valid
12	0.569	0.267	Valid
13	0.301	0.267	Valid
14	0.421	0.267	Valid
15	0.512	0.267	Valid
16	0.501	0.267	Valid
17	0.455	0.267	Valid
18	0.506	0.267	Valid
19	0.710	0.267	Valid
20	0.624	0.267	Valid
21	-0.220	0.267	Invalid
22	0.626	0.267	Valid
23	-0.030	0.267	Invalid
24	0.543	0.267	Valid
25	-0.355	0.267	Invalid
26	0.384	0.267	Valid
27	0.313	0.267	Valid
28	0.619	0.267	Valid
29	0.685	0.267	Valid
30	0.363	0.267	Valid
31	-0.073	0.267	Invalid
32	-0.215	0.267	Invalid

33	0.858	0.267	Valid
34	0.314	0.267	Valid
35	0.481	0.267	Valid
36	0.717	0.267	Valid
37	-0.110	0.267	Invalid
38	0.364	0.267	Valid
39	-0.071	0.267	Invalid
40	0.685	0.267	Valid
41	-0.538	0.267	Invalid
42	0.477	0.267	Valid
43	0.297	0.267	Valid
44	0.494	0.267	Valid
45	0.370	0.267	Valid
46	0.657	0.267	Valid
47	0.504	0.267	Valid
48	0.601	0.267	Valid
49	0.334	0.267	Valid
50	-0.333	0.267	Invalid
51	0.485	0.267	Valid
52	-0.046	0.267	Invalid
53	0.701	0.267	Valid
54	0.581	0.267	Valid
55	0.737	0.267	Valid
56	0.909	0.267	Valid
57	-0.343	0.267	Invalid
58	0.425	0.267	Valid
59	-0.165	0.267	Invalid
60	0.324	0.267	Valid
61	-0.548	0.267	Invalid
62	0.655	0.267	Valid
63	0.533	0.267	Valid
64	0.509	0.267	Valid
65	-0.406	0.267	Invalid
66	0.624	0.267	Valid
67	0.507	0.267	Valid
68	0.271	0.267	Valid

69	0.663	0.267	Valid
70	0.314	0.267	Valid
71	0.494	0.267	Valid
72	0.799	0.267	Valid
73	0.424	0.267	Valid
74	0.509	0.267	Valid
75	0.451	0.267	Valid
76	0.407	0.267	Valid
77	-0.327	0.267	Invalid
78	0.334	0.267	Valid
79	0.409	0.267	Valid
80	0.539	0.267	Valid
81	0.315	0.267	Valid
82	-0.048	0.267	Invalid
83	0.453	0.267	Valid
84	0.737	0.267	Valid
85	-0.031	0.267	Invalid
86	0.314	0.267	Valid
87	0.438	0.267	Valid
88	-0.091	0.267	Invalid
89	-0.426	0.267	Invalid
90	0.438	0.267	Valid
91	0.531	0.267	Valid
92	0.324	0.267	Valid
93	0.417	0.267	Valid
94	0.471	0.267	Valid
95	0.403	0.267	Valid
96	0.619	0.267	Valid
97	-0.048	0.267	Invalid
98	0.514	0.267	Valid
99	0.602	0.267	Valid
100	0.409	0.267	Valid

Appendix 8

The Validity Test of Instrument for Assessing Reading

No. item	R_{xy}	R_t	Inference
1	0.475	0.228	Valid
2	0.618	0.228	Valid
3	0.513	0.228	Valid
4	-0.059	0.228	Invalid
5	0.565	0.228	Valid
6	0.505	0.228	Valid
7	0.713	0.228	Valid
8	-0.119	0.228	Invalid
9	0.257	0.228	Valid
10	0.103	0.228	Invalid
11	0.411	0.228	Valid
12	-0.474	0.228	Invalid
13	0.665	0.228	Valid
14	0.238	0.228	Valid
15	0.411	0.228	Valid
16	0.428	0.228	Valid
17	-0.380	0.228	Invalid
18	0.462	0.228	Valid
19	0.505	0.228	Valid
20	0.048	0.228	Invalid
21	0.143	0.228	Invalid
22	0.367	0.228	Valid
23	0.367	0.228	Valid
24	-0.119	0.228	Invalid
25	0.000	0.228	invalid
26	-0.138	0.228	Invalid
27	0.411	0.228	Valid
28	0.356	0.228	Valid
29	0.570	0.228	Valid
30	0.505	0.228	Valid

26	F	Saya rasa kegagalan adalah keberhasilan yang tertunda					✓	5
27	UF	Saya rasa kegagalan adalah kehancuran		✓				4
28	F	Meski saya kecewa karena berulang kali gagal dalam kompetisi tapi saya akan tetap mengikuti sampai saya berhasil					✓	4
29	UF	Saya berulang kali gagal dalam kompetisi dan tidak ingin mengikuti lagi	✓					5
30	UF	Saya tidak mempunyai pikiran untuk belajar ketika saya sedih				✓		3
31	UF	Saya ingin memukul teman yang sudah membuat saya marah	✓					5
32	UF	Saya tidak peduli dengan nilai-nilai bahasa inggris saya	✓					5
33	F	Dengan usaha yang keras, saya yakin bisa menduduki juara satu parallel dan memperoleh prestasi				✓		3
34	UF	Saya rasa sia-sia usaha keras saya untuk memperoleh nilai tinggi karena hasilnya sama saja	✓					5
35	F	Saya bisa menjadi pelukis terkenal jika saya mengasah kemampuan menggambar saya				✓		3
36	UF	Saya merasa tidak memiliki bakat apapun yang bisa mengantarkan saya pada kesuksesan	✓					5
37	F	Saya tahu teman saya akan diam menyendiri dipojok jika dia sedang bersedih				✓		3
38	UF	Saya tetap mengajak teman saya mengobrol seperti biasa tidak peduli dia sedang memiliki mood yang baik atau tidak		✓				4
39	F	Jika teman saya yang ceria tidak menyapa saya, dia pasti sedang marah dengan saya	✓					1
40	F	Saya siap menjadi pendengar setia untuk mendengarkan keluhan teman saya						✓5
41	F	Saya ikut bahagia melihat teman saya lolos seleksi untuk olimpiade				✓		3
42	UF	Saya merasa tersaingi dan iri melihat teman saya lolos seleksi untuk olimpiade		✓				4
43	F	Saya akan membiarkan teman saya menangis dan mendekatinya setelah kembali tenang					✓	4
44	UF	Saya akan terus mendesak teman saya menceritakan masalahnya walaupun dia sedang menangis	✓					3
45	UF	Saya tidak tahu persisi kapan tanggal ulang tahun teman-teman dekat saya				✓		3
46	UF	Saya tidak peduli dengan teman saya yang suka bolos	✓					5
47	UF	Saya merasa risih jika ada seseorang yang menyentuh makanan saya	✓					5
48	F	Saya sering meminjamkan buku catatan pada teman saya yang kemarin tidak berangkat				✓		3
49	F	Saya membantu teman saya mengatasi kesulitan dalam mapel bahasa inggris dengan belajar kelompok					✓	4
50	UF	Kesulitan yang teman saya hadapi dalam mapel bahasa inggris bukanlah urusan saya		✓				4
51	F	Saya berusaha membantu setiap orang yang membutuhkan						✓5
52	UF	Saya akan membantu orang yang benar-benar sudah kenal baik dengan saya	✓					5
53	F	Apabila ada teman saya yang melanggar peraturan sekolah, saya akan menegur dengan kata-kata yang baik						✓5
54	UF	Apabila ada teman yang melanggar peraturan sekolah, saya akan langsung melaporkannya agar segera diberi sanksi			✓			4
55	F	Saya akan minta maaf jika telah menyinggung perasaan orang lain						✓5
56	UF	Saya tidak perlu minta maaf hanya karena kata-kata saya yang tidak sengaja menyinggung orang lain		✓				4
57	F	Saya lebih suka mengerjakan tugas secara berkelompok daripada sendiri	✓					1
58	UF	Saya lebih suka mengerjakan tugas sendiri daripada berkelompok			✓			3

59	F	Saya sadar kerja sama dan kekompakan sangat dibutuhkan dalam meningkatkan kualitas kelas kita			✓			3
60	UF	Saya sadar semua tugas dan pekerjaan bisa diselesaikan sendirian tanpa bantu orang lain			✓			3
61	UF	Saya selalu sulit menemukan solusi atas permasalahan yang terjadi antara teman dan saya		✓				4
62	F	Saya selalu bisa mengakhiri perang dingin yang terjadi diantara saya dan teman saya		✓				2
63	UF	Saya sulit mengakhiri perang dingin yang terjadi diantara saya dan teman saya		✓				4
64	F	Saya tidak sungkan memulai pembicaraan dengan orang yang baru saya kenal			✓			3
65	F	Saya siap menjadi mediator dalam lomba debat antar kelas	✓					1
66	UF	Saya tidak pandai memulai pembicaraan dengan orang sekalipun sudah akrab		✓				4
67	UF	Saya sulit untuk akrab dengan orang yang belum lama saya kenal	✓					5
68	F	Saya sering bergaul dengan teman yang berbeda kelas dengan saya			✓			3
69	UF	Saya tidak pernah mengingatkan teman saya untuk mengerjakan tugasnya	✓					5
70	F	Saya selalu mendukung teman saya yang mengikuti perlombaan mewakili sekolah			✓			3
71	UF	Saya tidak memiliki urusan dengan teman saya yang mengikuti perlombaan mewakili sekolah			✓			3
72	F	Saya membantu teman saya memecahkan kesulitannya mengerjakan soal dengan belajar kelompok			✓			3
73	UF	Saya tidak suka mengajari teman saya yang sedang kesulitan memahami materi	✓					5
74	F	Saya antusias mengikuti gotong royong membersihkan lingkungan di rumah				✓		4
75	UF	Saya tidak pernah mengikuti gotong royong membersihkan lingkungan di rumah			✓			3
76	UF	Saya harus membuat orang lain sependapat dengan pemikiran saya	✓					5
77	F	Saya siap menerima kritikan yang diberikan kepada saya				✓		4
78	UF	Saya tidak senang dikritik		✓				4

INSTRUMENT FOR READING ASSESSMENT

Name : *Ami Khanifah*
Class : *X*
No. student :

66

- A. Read the following text and answer the questions number 1-5

Goldilocks and the Three Bears

Once there were three bears that lived in a house in the woods; a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

While she was sleeping, the three bears came home. When they went into the kitchen. They got very surprised. Someone has tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover, the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she is!".

Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

- ✓ 1. How did the Goldilocks find the bears' house?
✓ a. She went to the deepest woods and found the bear's house
b. She took a walk through the jungle and found the bear's house
c. She ran away from her house and suddenly found the bear's house
d. She took a walk but didn't find the bear's house
- ✓ 2. What did she find in the bears' house?
a. The delicious porridge, small chair and soft bed
✓ b. The porridge, the chair and the small bed
c. The porridge, the bowl and the big bed
d. The bowl, the kitchen, and mama bear
e. The broken chair, the porridge and the pool
- ✓ 3. What happened to the small chair?
a. It was being stronger
b. It was cracked
✓ c. It was broken
d. It was tasted
e. It was eaten
- X 4. What the moral value can be learned from the story above?

30
36
60

- a. We allow to utilize some equipment owned by another person
 - b. We do not allow to eat the porridge owned by another person
 - c. We are free to enter other one's home without his permit
 - d. We are free to enter other one's home and utilize anything inside that home without his permit
 - e. We do not allow to enter other one's house and utilize anything inside home without his permit
- B. Read the following text and answer the questions number 6-10

Mr. Karto

Mr. Karto is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Karto is ready to harvest his crops.

Mr. Karto ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Karto duties before breakfast. He does most of the hard outdoor work by himself.

- 5. Who is Mr. Karto?
 - a. He is a doctor
 - b. He is a poultry man
 - c. He is a breeder
 - d. He is a farmer
 - e. He is a teacher
- 6. What is a farm like during the rainy season?
 - a. The rainy season makes the farm dry
 - b. The rainy season makes the farm beautiful
 - c. The rainy season makes the farm dirty
 - d. The rainy season makes the farm very happy

e. The rainy season makes the farm getting plant disease

- 7. When does Mr. Karto workday end?
 - a. At the beginning of rainy season
 - b. At the early morning
 - c. At evening
 - d. At noon
 - e. At night

- C. Read the following text and answer the questions number 11-15

A tour to Botanic Gardens by Nida

On Thursday 24 April, the seventh grade students of SMAN 1 Semarang went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First, we went to the orchid farm and Mrs. Lina read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next, we took some pictures and then went back to the education center to have lunch. After that we went for a walk.

A lady took us around and introduced herself; then she explained what we were going to do. Next, she took us into the green house. It was the most interesting.

Soon after we had finished we went back outside. Then we got into the bus and returned to the school.

- 8. What is the purpose of the text?
 - a. To inform the reader about botanic gardens
 - b. To persuade the reader
 - c. To entertain the reader
 - d. To retell the writer's experience
 - e. To explain the writer's experience
- 9. Where were they had lunch?
 - a. In the bus

- b. In the orchid farm
 - c. In the green house
 - d. Around the street
 - e. In the education center
- ✓ 10. What destination they have visited?
- a. The gardens, the orchid farm and the education center
 - b. The plants, and the orchid farm
 - c. The morning tea and the botanic garden
 - d. The gardens, the morning tea and the education center
 - e. Only the education center
- ✓ 11. What kind of the text above?
- a. Descriptive text
 - b. Recount text
 - c. Narrative text
 - d. Procedure text
 - e. Report text

D. Read the following text and answer the questions number 16-20

How to Plant Jasmine

You will need:

- A packet of jasmine
- A small pot
- Loamy soil
- Fertilizers
- Water

Steps:

- Mix the soil with fertilizer well to create a medium for planting the seeds.
- Scatter seeds on the surface of the soil
- Cover the seeds with a 3 mm layer of soil.
- Press the soil firmly, then spray with water to moisten the bed.
- Place the pot in warm, sunny position (at least 25°C) for 10-14 days.
- Seed will germinate approximately in 10-14 days.

Tips: keep the soil moist but avoid over watering, watch for small black

dropping and holes in leaves which indicates your jasmine has caterpillars.

- ✓ 12. What is the purpose of the text?
- a. To persuade the reader
 - b. To entertain the reader
 - c. To retell the author's experience
 - d. To describe the way things are
 - e. To describe how to do something
- ✓ 13. How many materials needed to plant jasmine?
- a. 3 materials
 - b. 4 materials
 - c. 5 materials
 - d. 6 materials
 - e. 7 materials
- ✗ 14. The statements above are true, except.
- a. it needs about 10-14 days for seeds to grow
 - b. avoid over watering
 - c. loamy soil along with fertilizer will be created a medium to plant
 - d. keep the seeds on the surface of the soil
 - e. cover the seeds with 3mm layer of soil
- E. Read the following text and answer the questions number 21-25

Dolphins

Dolphins are sea mammals. They have to breathe air or they will die. They are members of the Delphinidae family.

Dolphins have smooth skin. Only baby dolphins are born with a few bristly hairs on their snouts. These hairs soon fall out. They have a long tail and fin on the top backs keeps the dolphins from rolling over. Dolphins grow from 2 to 3 meters long and weight up to 75.

Dolphins hunt together in a group. A group of dolphins is called a pod. They eat fish, shrimps and small squid. They live in salt water oceans. Dolphins can hold their breath for six minutes.

When dolphins hear or see a ship close by they go near it and follow it

many kilometers. However, dolphins are very friendly to people and have never harmed anyone. They are very playful animals.

- ✓ 15. What is the main idea of paragraph three?
- a. The dolphin appearance
 - ✓ b. The dolphin habits
 - c. The dolphin family
 - d. The way dolphin take a breath
 - e. Group of dolphin
- ✓ 16. What is the unusual habit of dolphin based on the text?
- a. Dolphin has smooth skin
 - b. dolphin has to breathe air
 - c. Dolphin grow from 2 to 3 meters long
 - ✓ d. Dolphins will near and follow a ship that close with them
 - e. Dolphins often harm people
- F. Read the following text answer the questions number 25-30

Snow

The snowfall is always exciting, isn't it? In the snowfall you can crunch through the snow, make a snowman and play snowballs with your brother. Have you ever wondered how snow is made, though?

Snow occurs when water vapors in the air freeze before they can turn into water. This happens when the temperature in the clouds is very cold. Snowflakes are made up of ice crystals that have formed around bits of dirt in the air. The snowflakes start out very small and grow. Each snowflakes is different and might contain up 200 crystals.

- ✓ 17. What kind of the text above?
- a. Recount text
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 - e. Procedure text
- ✗ 18. What is the generic structure of the text?

- ✗ a. General statement- explanation
- b. General classification - description
- c. Identification-description
- d. Thesis-argument-recommendation
- ✓ e. Orientation-complication-resolution

- ✗ 19. What is the main idea of paragraph two?
- ✗ a. Describe the form of snow
 - b. Tell how exciting snow is
 - c. Snow create from crystals
 - d. Each snowflakes contain 200 crystals
 - e. Describe how snow is made
- ✓ 20. When the water vapor in the air and freeze?
- a. When the temperature in the clouds is very hot.
 - b. When the temperature in the sky is very cold.
 - c. When the temperature in the moon is very cool
 - ✗ d. When the temperature is very cold in the clouds
 - e. When snowfall freeze in the air

- G. Read the following text and answer the questions number 31-35.

High Alert: Mt. Agung Eruption Imminent

Karangasem, Bali. Tues, September 26, 2017

Volcanic activity on mount Agung on the resort island of Bali has escalated considerably to the point that the National Disaster Mitigation Agency (BNPB) has warned it will be just a matter of time before the volcano erupts. The BNPB based its bleak conclusion on increasing tremors and satellite data pointing to a swelling of the volcano, indicating that magma is rising to the surface but is still.

"The chance that an eruption will happen is quite big. But it cannot be predicted when it will happen",

spokesman for the National Disaster Mitigation Agency (BNPB) Sutopo Purwo Nugroho said.

- X 21. How was the situation of Mount Agung? *bleak increasing tremors and satellite data*
- ✓ 22. Where is mount Agung located? *Waringasem, Bali*
- 23. What indication showed by mount agung based on satellite data?
- 24. Who was giving a warning?
- 25. What Mr. Sutopo said related to the condition of mount agung?

H. Read the following text and answer the questions number 36-40

Students' laptop

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course, it will need more cost but it will deserve for its function.

First, modern school tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media to follow that method. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently, there is an online shop which provides comprehensive information. The students just need to brow the online shop, decide which computer or laptop they need, then complete the transaction. After that, the laptop will be delivered to the students' house. That is really easy, save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study.

- 26. Based on the text, what is students require to get the better achievement in their school?
- 27. Why modern school prefer to use demonstrative method in teaching students?
- 28. How to buy a laptop in online shop?
- 29. According to your opinion, is laptop become important thing or not for students to catch the best result in their study? Give a reason!
- 30. If you want to buy a laptop. Do you prefer to buy in electronic store or online shop? Why?

✓ 23. indicating that magma is rising to the surface but it's still.

✓ 24. spokesman agency Mr. Sutopo

X 25. It will be a just a matter of time before volcano erupts

✓ 26. laptop

✓ 27. because the school need to catch the target of curriculum

✓ 28. the students just need to brow the online shop, decide which laptop they need. then complete the transaction

X 29. conventionally, students need book, pen eraser, drawing book, ruler and such other stuff.

X 30. finding an appropriate laptop is not difficult

6x6 = 36

26	F	Saya rasa kegagalan adalah keberhasilan yang tertunda				✓	1
27	UF	Saya rasa kegagalan adalah kehancuran					✓
28	F	Meski saya kecewa karena berulang kali gagal dalam kompetisi tapi saya akan tetap mengikuti sampai saya berhasil				✓	4
29	UF	Saya berulang kali gagal dalam kompetisi dan tidak ingin mengikuti lagi	✓				1
30	UF	Saya tidak mempunyai pikiran untuk belajar ketika saya sedih					✓
31	UF	Saya ingin memukul teman yang sudah membuat saya marah					✓
32	UF	Saya tidak peduli dengan nilai-nilai bahasa inggris saya	✓				4
33	F	Dengan usaha yang keras, saya yakin bisa menduduki juara satu parallel dan memperoleh beasiswa prestasi					✓
34	UF	Saya rasa sia-sia usaha keras saya untuk memperoleh nilai tinggi karena hasilnya sama saja	✓				4
35	F	Saya bisa menjadi pelukis terkenal jika saya mengasah kemampuan menggambar saya					✓
36	UF	Saya merasa tidak memiliki bakat apapun yang bisa menguntarkan saya pada kesuksesan	✓				4
37	F	Saya tahu teman saya akan diam menyendiri dipojok jika dia sedang bersedih					✓
38	UF	Saya tetap mengajak teman saya mengobrol seperti biasa tidak peduli dia sedang memiliki mood yang baik atau tidak	✓				1
39	F	Jika teman saya yang ceria tidak menyapa saya, dia pasti sedang marah dengan saya				✓	3
40	F	Saya siap menjadi pendengar setia untuk mendengarkan keluh kesah teman saya					✓
41	F	Saya ikut bahagia melihat teman saya lolos seleksi untuk olimpiade					✓
42	UF	Saya merasa tersaingi dan iri melihat teman saya lolos seleksi untuk olimpiade				✓	3
43	F	Saya akan membiarkan teman saya menangis dan mendekatinya setelah kembali tenang					✓
44	UF	Saya akan terus mendesak teman saya menceritakan masalahnya walaupun dia sedang menangis				✓	3
45	UF	Saya tidak tahu persisi kapan tanggal ulang tahun teman-teman dekat saya	✓				4
46	UF	Saya tidak peduli dengan teman saya yang suka bolos	✓				1
47	UF	Saya merasa risih jika ada seseorang yang menyentuh makanan saya	✓				4
48	F	Saya sering meminjamkan buku catatan pada teman saya yang kemarin tidak berangkat					✓
49	F	Saya membantu teman saya mengatasi kesulitan dalam mapel bahasa inggris dengan belajar kelompok				✓	3
50	UF	Kesulitan yang teman saya hadapi dalam mapel bahasa inggris bukanlah urusan saya	✓				4
51	F	Saya berusaha membantu setiap orang yang membutuhkan					✓
52	UF	Saya akan membantu orang yang benar-benar sudah kenal baik dengan saya				✓	3
53	F	Apabila ada teman saya yang melanggar peraturan sekolah, saya akan menegur dengan kata-kata yang baik					✓
54	UF	Apabila ada teman yang melanggar peraturan sekolah, saya akan langsung melaporkannya agar segera diberi sanksi	✓				1
55	F	Saya akan minta maaf jika telah menyinggung perasaan orang lain					✓
56	UF	Saya tidak perlu minta maaf hanya karena kata-kata saya yang tidak sengaja menyinggung orang lain	✓				4
57	F	Saya lebih suka mengerjakan tugas secara berkelompok daripada sendiri					✓
58	UF	Saya lebih suka mengerjakan tugas sendiri daripada berkelompok	✓				4

59	F	Saya sadar kerja sama dan kekompakan sangat dibutuhkan dalam meningkatkan kualitas kelas kita			✓			
60	UF	Saya sadar semua tugas dan pekerjaan bisa diselesaikan sendirian tanpa bantu orang lain				✓		2
61	UF	Saya selalu sulit menemukan solusi atas permasalahan yang terjadi antara teman dan saya		✓				4
62	F	Saya selalu bisa mengakhiri perang dingin yang terjadi diantara saya dan teman saya				✓		4
63	UF	Saya sulit mengakhiri perang dingin yang terjadi diantara saya dan teman saya			✓			3
64	F	Saya tidak sungkan memulai pembicaraan dengan orang yang baru saya kenal				✓		4
65	F	Saya siap menjadi mediator dalam lomba debat antar kelas			✓			3
66	UF	Saya tidak pandai memulai pembicaraan dengan orang sekalipun sudah akrab		✓				4
67	UF	Saya sulit untuk akrab dengan orang yang belum lama saya kenal				✓		2
68	F	Saya sering bergaul dengan teman yang berbeda kelas dengan saya				✓		4
69	UF	Saya tidak pernah mengingatkan teman saya untuk mengerjakan tugasnya		✓				4
70	F	Saya selalu mendukung teman saya yang mengikuti perlombaan mewakili sekolah					✓	4
71	UF	Saya tidak memiliki urusan dengan teman saya yang mengikuti perlombaan mewakili sekolah					✓	2
72	F	Saya membantu teman saya memecahkan kesulitannya mengerjakan soal dengan belajar kelompok					✓	4
73	UF	Saya tidak suka mengajari teman saya yang sedang kesulitan memahami materi			✓			3
74	F	Saya antusias mengikuti gotong royong membersihkan lingkungan di rumah					✓	4
75	UF	Saya tidak pernah mengikuti gotong royong membersihkan lingkungan di rumah		✓				4
76	UF	Saya harus membuat orang lain sependapat dengan pemikiran saya		✓				4
77	F	Saya siap menerima kritikan yang diberikan kepada saya					✓	4
78	UF	Saya tidak senang dikritik		✓				4

INSTRUMENT FOR READING ASSESSMENT

78

Name : Akhmad Ibnu Akil
 Class : 2
 No. student :

A. Read the following text and answer the questions number 1-5

Goldilocks and the Three Bears

Once there were three bears that lived in a house in the woods; a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

While she was sleeping, the three bears came home. When they went into the kitchen. They got very surprised. Someone has tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover, the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she is!".

Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

1. How did the Goldilocks find the bears' house?
 - a. She went to the deepest woods and found the bear's house
 - b. She took a walk through the jungle and found the bear's house
 - c. She ran away from her house and suddenly found the bear's house
 - d. She took a walk but didn't find the bear's house
2. What did she find in the bears' house?
 - a. The delicious porridge, small chair and soft bed
 - b. The porridge, the chair and the small bed
 - c. The porridge, the bowl and the big bed
 - d. The bowl, the kitchen, and mama bear
 - e. The broken chair, the porridge and the pool
3. What happened to the small chair?
 - a. It was being stronger
 - b. It was cracked
 - c. It was broken
 - d. It was tasted
 - e. It was eaten
4. What the moral value can be learned from the story above?

36
42
78

- a. We allow to utilize some equipment owned by another person
 - b. We do not allow to eat the porridge owned by another person
 - c. We are free to enter other one's home without his permit
 - d. We are free to enter other one's home and utilize anything inside that home without his permit
 - ~~x~~ We do not allow to enter other one's house and utilize anything inside home without his permit
- B. Read the following text and answer the questions number 6-10

Mr. Karto

Mr. Karto is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Karto is ready to harvest his crops.

Mr. Karto ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Karto duties before breakfast. He does most of the hard outdoor work by himself.

- ✓ 5. Who is Mr. Karto?
 - a. He is a doctor
 - b. He is a poultry man
 - c. He is a breeder
 - ~~x~~ He is a farmer
 - e. He is a teacher
- ✓ 6. What is a farm like during the rainy season?
 - a. The rainy season makes the farm dry
 - ~~x~~ The rainy season makes the farm beautiful
 - c. The rainy season makes the farm dirty
 - d. The rainy season makes the farm very happy

- e. The rainy season makes the farm getting plant disease
- ✓ 7. When does Mr. Karto workday end?
 - a. At the beginning of rainy season
 - b. At the early morning
 - c. At evening
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- C. Read the following text and answer the questions number 11-15

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After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First, we went to the orchid farm and Mrs. Lina read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next, we took some pictures and then went back to the education center to have lunch. After that we went for a walk.

A lady took us around and introduced herself; then she explained what we were going to do. Next, she took us into the green house. It was the most interesting.

Soon after we had finished we went back outside. Then we got into the bus and returned to the school.

- ✓ 8. What is the purpose of the text?
 - a. To inform the reader about botanic gardens
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- b. In the orchid farm
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- ✓ 10. What destination they have visited?
- ~~✗~~ The gardens, the orchid farm and the education center
 - b. The plants, and the orchid farm
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- ~~✗~~ 11. What kind of the text above?
- a. Descriptive text
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D. Read the following text and answer the questions number 16-20

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- Press the soil firmly, then spray with water to moisten the bed.
- Place the pot in warm, sunny position (at least 25°C) for 10-14 days.
- Seed will germinate approximately in 10-14 days.

Tips: keep the soil moist but avoid over watering, watch for small black

dropping and holes in leaves which indicates your jasmine has caterpillars.

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Dolphins hunt together in a group. A group of dolphins is called a pod. They eat fish, shrimps and small squid. They live in salt water oceans. Dolphins can hold their breath for six minutes.

When dolphins hear or see a ship close by they go near it and follow it

18 x 2 = 36

many kilometers. However, dolphins are very friendly to people and have never harmed anyone. They are very playful animals.

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"The chance that an eruption will happen is quite big. But it cannot be predicted when it will happen",

spokesman for the National Disaster Mitigation Agency (BNPB) Sutopo Purwo Nugroho said.

21. How was the situation of Mount Agung?
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29. According to your opinion, is laptop become important thing or not for students to catch the best result in their study? Give a reason!
30. If you want to buy a laptop. Do you prefer to buy in electronic store or online shop? Why?

21. has warned it will be just a matter of time before

22. Bali

23. indicating that magma is rising to the surface but is still hidden to the surface

24. Mr. Sutopo

27. because the school need to catch the target of curriculum

20. laptop

7x6=42

28. the students just need to browse the online shop, decide which laptop they need, then complete the transaction

25. the chance that an eruption happen is quite big but it cannot be predicted

SKALA KECERDASAN EMOSI

Nama : Nur Afina

Kelas : X

Petunjuk pengisian:

1. Bacalah baik-baik setiap item skala dan alternatif jawaban
2. Isilah semua item skala dan jangan sampai ada yang terlewatkan
3. Pilih alternatif jawaban yang sesuai dengan keadaan anda
4. Alternatif jawaban adalah
 - STS : Sangat tidak sesuai
 - TS : Tidak sesuai
 - N : Netral
 - S : Sesuai
 - SS : Sangat sesuai

359

NO	F/UF	ITEM SKALA	STS	TS	N	S	SS
1	F	Saya merasa malu jika datang ke sekolah melebihi jam masuk				✓	4
2	UF	Telat masuk bukan masalah bagi saya, yang penting saya berangkat sekolah		✓			4
3	UF	Saya senang jika jam pelajaran kosong	✓				5
4	F	Saya tahu penyebab dari kemarahan dan kekecewaan saya				✓	4
5	UF	Saya tidak akan belajar ketika sedang marah	✓				5
6	F	Saya bersedia jadi moderator saat diskusi kelas				✓	5
7	UF	Saya tidak bisa berkata-kata ketika disuruh bercerita di depan kelas	✓				5
8	F	Meskipun harus berjalan kaki, saya tetap bangga karena masih bisa melanjutkan sekolah				✓	5
9	UF	Jika tidak dibelikan sepeda motor baru, saya tidak akan melanjutkan sekolah	✓				5
10	F	Walaupun wajah saya pas-pasan tapi saya sempurna secara fisik				✓	5
11	UF	Saya tidak menyukai bentuk wajah saya yang pas-pasan	✓				5
12	F	Saya berusaha bersabar ketika permintaan saya tidak dikabulkan				✓	5
13	UF	Saya memendam kekecewaan dan kemarahan ketika permintaan saya tidak dikabulkan	✓				5
14	F	Ketika saya sedih saya selalu bisa mengalihkan perhatian saya agar tidak larut dalam kesedihan				✓	5
15	UF	Saya suka berlarut-larut dalam kesedihan dan tidak tahu cara mengatasinya	✓				5
16	F	Saya tidak peduli jika ada teman-teman yang mengolok-olok saya				✓	5
17	F	Meskipun sudah membuat saya menunggu, saya berusaha memahami alasan teman yang membatalkan janjinya dengan saya			✓		3
18	UF	Saya tidak bisa mentolerir orang yang sudah membatalkan janji dan membuat saya menunggu	✓				5
19	F	Saya selalu bisa melakukan hal yang menyenangkan disela-sela mengerjakan tugas-tugas sekolah				✓	3
20	UF	Tugas-tugas dari sekolah sering kali membuat saya frustrasi		✓			4
21	UF	Kesulitan mengerjakan soal bahasa inggris membuat saya membenci mapel tersebut		✓			4
22	F	Saya harus bisa mewujudkan cita-cita saya				✓	5
23	UF	Terwujud atau tidaknya cita-cita tergantung pada takdir saya	✓				5
24	F	Jika teman saya bisa menguasai bahasa inggris mengapa saya tidak. Saya pasti bisa				✓	5
25	UF	Hanya mereka dengan IQ tinggi yang bisa menguasai bahasa inggris. Saya tidak termasuk		✓			4

26	F	Saya rasa kegagalan adalah keberhasilan yang tertunda					✓	5
27	UF	Saya rasa kegagalan adalah kehancuran	✓					5
28	F	Meski saya kecewa karena berulang kali gagal dalam kompetisi tapi saya akan tetap mengikuti sampai saya berhasil					✓	5
29	UF	Saya berulang kali gagal dalam kompetisi dan tidak ingin mengikuti lagi	✓					5
30	UF	Saya tidak mempunyai pikiran untuk belajar ketika saya sedih			✓			3
31	UF	Saya ingin memukul teman yang sudah membuat saya marah			✓			3
32	UF	Saya tidak peduli dengan nilai-nilai bahasa inggris saya	✓					5
33	F	Dengan usaha yang keras, saya yakin bisa menduduki juara satu parallel dan memperoleh beasiswa prestasi					✓	5
34	UF	Saya rasa sia-sia usaha keras saya untuk memperoleh nilai tinggi karena hasilnya sama saja	✓					5
35	F	Saya bisa menjadi pelukis terkenal jika saya mengasah kemampuan menggambar saya					✓	5
36	UF	Saya merasa tidak memiliki bakat apapun yang bisa mengantarkan saya pada kesuksesan	✓					5
37	F	Saya tahu teman saya akan diam menyendiri dipojok jika dia sedang bersedih					✓	5
38	UF	Saya tetap mengajak teman saya mengobrol seperti biasa tidak peduli dia sedang memiliki mood yang baik atau tidak			✓			3
39	F	Jika teman saya yang ceria tidaak menyapa saya, dia pasti sedang marah dengan saya				✓		4
40	F	Saya siap menjadi pendengar setia untuk mendengarkan keluh kesah teman saya					✓	5
41	F	Saya ikut bahagia melihat teman saya lolos seleksi untuk olimpiade					✓	5
42	UF	Saya merasa tersaingi dan iri melihat teman saya lolos seleksi untuk olimpiade	✓					5
43	F	Saya akan membiarkan teman saya menangis dan mendekatinya setelah kembali tenang					✓	5
44	UF	Saya akan terus mendesak teman saya menceritakan masalahnya walaupun dia sedang menangis	✓					5
45	UF	Saya tidak tahu persisi kapan tanggap ulang tahun teman-teman dekat saya			✓			3
46	UF	Saya tidak peduli dengan teman saya yang suka bolos		✓				4
47	UF	Saya merasa risih jika ada seseorang yang menyentuh makanan saya		✓				4
48	F	Saya sering meminjamkan buku catatan pada teman saya yang kemarin tidak berangkat			✓			5
49	F	Saya membantu teman saya mengatasi kesulitan dalam mapel bahasa inggris dengan belajar kelompok					✓	5
50	UF	Kesulitan yang teman saya hadapi dalam mapel bahasa inggris bukanlah urusan saya			✓			3
51	F	Saya berusaha membantu setiap orang yang membutuhkan					✓	5
52	UF	Saya akan membantu orang yang benar-benar sudah kenal baik dengan saya	✓					5
53	F	Apabila ada teman saya yang melanggar peraturan sekolah, saya akan menegur dengan kata-kata yang baik					✓	5
54	UF	Apabila ada teman yang melanggar peraturan sekolah, saya akan langsung melaporkannya agar segera diberi sanksi	✓					5
55	F	Saya akan minta maaf jika telah menyinggung perasaan orang lain				✓		5
56	UF	Saya tidak perlu minta maaf hanya karena kata-kata saya yang tidak sengaja menyinggung orang lain	✓					5
57	F	Saya lebih suka mengerjakan tugas secara berkelompok daripada sendiri			✓			3
58	UF	Saya lebih suka mengerjakan tugas sendiri daripada berkelompok	✓					5

59	F	Saya sadar kerja sama dan kekompakan sangat dibutuhkan dalam meningkatkan kualitas kelas kita					√	5
60	UF	Saya sadar semua tugas dan pekerjaan bisa diselesaikan sendirian tanpa bantu orang lain					√	2
61	UF	Saya selalu sulit menemukan solusi atas permasalahan yang terjadi antara teman dan saya			√			4
62	F	Saya selalu bisa mengakhiri perang dingin yang terjadi diantara saya dan teman saya						√ ₅
63	UF	Saya sulit mengakhiri perang dingin yang terjadi diantara saya dan teman saya	√	√				5
64	F	Saya tidak sungkan memulai pembicaraan dengan orang yang baru saya kenal						√ ₅
65	F	Saya siap menjadi mediator dalam lomba debat antar kelas						√ ₅
66	UF	Saya tidak pandai memulai pembicaraan dengan orang sekalipun sudah akrab	√	√				5
67	UF	Saya sulit untuk akrab dengan orang yang belum lama saya kenal			√			4
68	F	Saya sering bergaul dengan teman yang berbeda kelas dengan saya				√		3
69	UF	Saya tidak pernah mengingatkan teman saya untuk mengerjakan tugasnya				√		3
70	F	Saya selalu mendukung teman saya yang mengikuti perlombaan mewakili sekolah						√ ₅
71	UF	Saya tidak memiliki urusan dengan teman saya yang mengikuti perlombaan mewakili sekolah				√		3
72	F	Saya membantu teman saya memecahkan kesulitannya mengerjakan soal dengan belajar kelompok						√ ₅
73	UF	Saya tidak suka mengajari teman saya yang sedang kesulitan memahami materi	√					5
74	F	Saya antusias mengikuti gotong royong membersihkan lingkungan dirumah				√		3
75	UF	Saya tidak pernah mengikuti gotong royong membersihkan lingkungan dirumah	√					5
76	UF	Saya harus membuat orang lain sependapat dengan pemikiran saya			√			4
77	F	Saya siap menerima kritikan yang diberikan kepada saya					√	4
78	UF	Saya tidak senang dikritik			√			4

INSTRUMENT FOR READING ASSESSMENT

94

Name : Mr Dfina
 Class : X
 No. student :

A. Read the following text and answer the questions number 1-5

Goldilocks and the Three Bears

Once there were three bears that lived in a house in the woods; a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

While she was sleeping, the three bears came home. When they went into the kitchen. They got very surprised. Someone has tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover, the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she is!"

Goldilocks woke up when she saw the three bears; she jumped out of bed and run out of the house to her home. Never again did she make herself at home in anyone else's house.

- ✓ 1. How did the Goldilocks find the bears' house?
 - ~~a.~~ She went to the deepest woods and found the bear's house
 - b. She took a walk through the jungle and found the bear's house
 - c. She ran away from her house and suddenly found the bear's house
 - d. She took a walk but didn't find the bear's house
- ✓ 2. What did she find in the bears' house?
 - a. The delicious porridge, small chair and soft bed
 - ~~b.~~ The porridge, the chair and the small bed
 - c. The porridge, the bowl and the big bed
 - d. The bowl, the kitchen, and mama bear
 - e. The broken chair, the porridge and the pool
- ✓ 3. What happened to the small chair?
 - a. It was being stronger
 - b. It was cracked
 - ~~c.~~ It was broken
 - d. It was tasted
 - e. It was eaten
- ✓ 4. What the moral value can be learned from the story above?

210
54
94

- a. We allow to utilize some equipment owned by another person
 - b. We do not allow to eat the porridge owned by another person
 - c. We are free to enter other one's home without his permit
 - d. We are free to enter other one's home and utilize anything inside that home without his permit
 - ~~e. We do not allow to enter other one's house and utilize anything inside home without his permit~~
- B. Read the following text and answer the questions number 6-10

Mr. Karto

Mr. Karto is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Karto is ready to harvest his crops.

Mr. Karto ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Karto duties before breakfast. He does most of the hard outdoor work by himself.

- ✓ 5. Who is Mr. Karto?
 - a. He is a doctor
 - b. He is a poultry man
 - c. He is a breeder
 - ~~d. He is a farmer~~
 - e. He is a teacher
- ✓ 6. What is a farm like during the rainy season?
 - a. The rainy season makes the farm dry
 - ~~b. The rainy season makes the farm beautiful~~
 - c. The rainy season makes the farm dirty
 - d. The rainy season makes the farm very happy

20x2 = 40

- e. The rainy season makes the farm getting plant disease
- ✓ 7. When does Mr. Karto workday end?
 - a. At the beginning of rainy season
 - b. At the early morning
 - c. At evening
 - ~~d. At noon~~
 - e. At night

- C. Read the following text and answer the questions number 11-15

A tour to Botanic Gardens by Nida

On Thursday 24 April, the seventh grade students of SMAN 1 Semarang went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First, we went to the orchid farm and Mrs. Lina read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next, we took some pictures and then went back to the education center to have lunch. After that we went for a walk.

A lady took us around and introduced herself, then she explained what we were going to do. Next, she took us into the green house. It was the most interesting.

Soon after we had finished we went back outside. Then we got into the bus and returned to the school.

- ✓ 8. What is the purpose of the text?
 - a. To inform the reader about botanic gardens
 - b. To persuade the reader
 - c. To entertain the reader
 - ~~d. To retell the writer's experience~~
 - e. To explain the writer's experience
- ✓ 9. Where were they had lunch?
 - a. In the bus

- b. In the orchid farm
 - c. In the green house
 - d. Around the street
 - ~~e. In the education center~~
- ✓10. What destination they have visited?
- ~~a. The gardens, the orchid farm and the education center~~
 - b. The plants, and the orchid farm
 - c. The morning tea and the botanic garden
 - d. The gardens, the morning tea and the education center
 - e. Only the education center
- ✓11. What kind of the text above?
- a. Descriptive text
 - ~~b. Recount text~~
 - ~~c. Narrative text~~
 - d. Procedure text
 - e. Report text

D. Read the following text and answer the questions number 16-20

How to Plant Jasmine

You will need:

- A packet of jasmine
- A small pot
- Loamy soil
- Fertilizers
- Water

Steps:

- Mix the soil with fertilizer well to create a medium for planting the seeds.
- Scatter seeds on the surface of the soil
- Cover the seeds with a 3 mm layer of soil.
- Press the soil firmly, then spray with water to moisten the bed.
- Place the pot in warm, sunny position (at least 25°C) for 10-14 days.
- Seed will germinate approximately in 10-14 days.

Tips: keep the soil moist but avoid over watering, watch for small black

dropping and holes in leaves which indicates your jasmine has caterpillars.

- ✓12. What is the purpose of the text?
- a. To persuade the reader
 - b. To entertain the reader
 - c. To retell the author's experience
 - ~~d. To describe the way things are~~
 - ~~e. To describe how to do something~~
- ✓13. How many materials needed to plant jasmine?
- a. 3 materials
 - b. 4 materials
 - ~~c. 5 materials~~
 - d. 6 materials
 - e. 7 materials
- ✓14. The statements above are true, except..
- a. it needs about 10-14 days for seeds to grow
 - b. avoid over watering
 - c. loamy soil along with fertilizer will be created a medium to plant
 - ~~d. keep the seeds on the surface of the soil~~
 - e. cover the seeds with 3mm layer of soil

E. Read the following-text and answer the questions number 21-25

Dolphins

Dolphins are sea mammals. They have to breathe air or they will die. They are members of the Delphinidae family.

Dolphins have smooth skin. Only baby dolphins are born with a few bristly hairs on their snouts. These hairs soon fall out. They have a long tail and fin on the top backs keeps the dolphins from rolling over. Dolphins grow from 2 to 3 meters long and weight up to 75.

Dolphins hunt together in a group. A group of dolphins is called a pod. They eat fish, shrimps and small squid. They live in salt water oceans. Dolphins can hold their breath for six minutes.

When dolphins hear or see a ship close by they go near it and follow it

many kilometers. However, dolphins are very friendly to people and have never harmed anyone. They are very playful animals.

- ✓ 15. What is the main idea of paragraph three?
- a. The dolphin appearance
 - ~~b. The dolphin habits~~
 - c. The dolphin family
 - d. The way dolphin take a breath
 - e. Group of dolphin
- ✓ 16. What is the unusual habit of dolphin based on the text?
- a. Dolphin has smooth skin
 - b. dolphin has to breathe air
 - c. Dolphin grow from 2 to 3 meters long
 - ~~d. Dolphins will near and follow a ship that close with them~~
 - e. Dolphins often harm people

F. Read the following text answer the questions number 25-30

Snow

The snowfall is always exciting, isn't it? In the snowfall you can crunch through the snow, make a snowman and play snowballs with your brother. Have you ever wondered how snow is made, though?

Snow occurs when water vapors in the air freeze before they can turn into water. This happens when the temperature in the clouds is very cold. Snowflakes are made up of ice crystals that have formed around bits of dirt in the air. The snowflakes start out very small and grow. Each snowflakes is different and might contain up 200 crystals.

- ✓ 17. What kind of the text above?
- a. Recount text
 - ~~b. Explanation text~~
 - c. News item text
 - d. Report text
 - e. Procedure text
- ✓ 18. What is the generic structure of the text?

- ~~a. General statement- explanation~~
- b. General classification - description
- c. Identification-description
- d. Thesis-argument-recommendation
- e. Orientation-complication-resolution

- ✓ 19. What is the main idea of paragraph two?
- a. Describe the form of snow
 - b. Tell how exciting snow is
 - c. Snow create from crystals
 - d. Each snowflakes contain 200 crystals
 - ~~e. Describe how snow is made~~
- ✓ 20. When the water vapor in the air and freeze?

- a. When the temperature in the clouds is very hot.
- b. When the temperature in the sky is very cold.
- c. When the temperature in the moon is very cool
- ~~d. When the temperature is very cold in the clouds~~
- e. When snowfall freeze in the air

G. Read the following text and answer the questions number 31-35.

High Alert: Mt. Agung Eruption Imminent

Karangasem, Bali, Tues, September 26, 2017

Volcanic activity on mount Agung on the resort island of Bali has escalated considerably to the point that the National Disaster Mitigation Agency (BNPB) has warned it will be just a matter of time before the volcano erupts. The BNPB based its bleak conclusion on increasing tremors and satellite data pointing to a swelling of the volcano, indicating that magma is rising to the surface but is still.

"The chance that an eruption will happen is quite big. But it cannot be predicted when it will happen",

spokesman for the National Disaster Mitigation Agency (BNPB) Sutopo Purwo Nugroho said.

21. How was the situation of Mount Agung?
22. Where is Mount Agung located?
23. What indication showed by Mount Agung based on satellite data?
24. Who was giving a warning?
25. What Mr. Sutopo said related to the condition of Mount Agung?

H. Read the following text and answer the questions number 36-40

Students' laptop

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course, it will need more cost but it will deserve for its function.

First, modern school tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media to follow that method. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently, there is an online shop which provides comprehensive information. The students just need to browse the online shop, decide which computer or laptop they need, then complete the transaction. After that, the laptop will be delivered to the students' house. That is really easy, save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study.

26. Based on the text, what is students require to get the better achievement in their school?
27. Why modern school prefer to use demonstrative method in teaching students?
28. How to buy a laptop in online shop?
29. According to your opinion, is laptop become important thing or not for students to catch the best result in their study? Give a reason!
30. If you want to buy a laptop. Do you prefer to buy in electronic store or online shop? Why?

1/209 yes, it is because
to catch the target curriculum
1/2 30. electronic store.

✓21. Volcanic activity on Mount Agung on the resort of Bali has escalated considerably to the point that BNPB was warned it will be a just matter of time before the volcano erupt.

✓22. Bali

✓23. Indicating that magma is rising to the surface but is still

✓25. the chance that an eruption happen is quite big but it cannot be predicted it will happen

✓29. spokesman for the National Disaster Mitigation Agency Mr. Sutopo Purwo Nugroho

6x9 = 54

✓26. Laptop

✓27. because the school need to catch the target of curriculum

5 ✓28. the students just need to browse the online shop, decide which laptop they need, then complete the transaction

Appendix 10

Observation Guidelines

Goal: to observe the students' emotional intelligence

Aspect	Indicators	Situation which is observed	Fact		Note
			Yes	No	
Self-awareness	• Recognize and feel self-emotion	Merasa bahwa pendidikan adalah hal penting, disiplin, tidak datang telat			
	• Know the feeling causation	Tidak marah-marah tanpa alasan			
	• Understand the effect of self-emotion toward his action	Tetap antusias mengikuti pelajaran			
	• Self-confident	Percaya diri ketika perform di depan kelas dan menjawab pertanyaan guru			
	• Put up with self-emotion	tidak pernah mengeluh dengan kondisi fisik, tidak mengeluh dengan tugas			
Self-management	• Be able to control self-emotion	Sering keluar dari kelas saat pelajaran berlangsung			
		Menunjukkan wajah bosan saat guru menjelaskan materi			
	• Be able to manage self-emotion	tidak mengeluh bila diganggu teman			
		Diam saja bila diolok-olok teman			
	• Be able to keep temper	Menyakiti diri sendiri bila marah, bertengkar dengan teman yang membuatnya marah			
• Be able to control and cope with the frustration	tidak pernah mengeluh dan merasa pusing dengan tugas yang bertubi-tubi				
	Mengumpulkan semua tugas tepat waktu				
Self-motivation	• Be able to solve the self-problem	Sering mengadu kepada guru,			
		Mengerjakan tugas sampai selesai tanpa mencontek teman			
	• Have a prospect and optimism	Bersungguh-sungguh belajar dan tidak pernah mencontek			
	• Positive thinking	mudah putus asa bila kesulitan mengerjakan soal			
	• Release oneself from the influence of emotion	Tidak melampiaskan kemarahan pada orang lain			
Selalu tenang mengikuti pelajaran dari awal hingga akhir bagaimanapun situasinya					

	<ul style="list-style-type: none"> • Have motivation to get achievement 	Tetap belajar meskipun merasa kesulitan			
		Banyak bertanya dan selalu ingin tahu			
Empathy	<ul style="list-style-type: none"> • Recognize other's emotion 	Membulli teman yang sedang menangis			
	<ul style="list-style-type: none"> • Feel and understand what the other feel 	Mendekati dan menghibur teman yang sedang sakit.			
	<ul style="list-style-type: none"> • Respect what the other feel 	Tidak mengganggu teman yang sedang sedih ataupun marah			
	<ul style="list-style-type: none"> • Care with the other 	Melapor pada guru bila ada temannya yang sakit			
		Melapor pada guru bila temannya diganngu oleh teman yang lain			
	<ul style="list-style-type: none"> • Sharing 	Mau memahamkan teman bila kesulitan dalam pelajaran			
Mau berbagi apa yang sedang dia makan					
	<ul style="list-style-type: none"> • Helping 	mau meminjamkan benda miliknya bla teman membutuhkan			
Handling relationship	<ul style="list-style-type: none"> • Be able to solve te conflict with the others 				
	<ul style="list-style-type: none"> • Have an ability to interact easily with the others 	Akrab dengan siapapun disekolah termasuk para guru			
	<ul style="list-style-type: none"> • Being easy going person 	Cepat mengikuti kegiatan bersama temannya			
		Bergaul dengan teman dari kelas lain			
	<ul style="list-style-type: none"> • Having attention with the others' importance 	Bertanya apakah temannya sudah mengeerjakan PR atau belum			
	<ul style="list-style-type: none"> • Like to share and cooperate 	Mudah diajak bekerja sama dengan siapapun			
<ul style="list-style-type: none"> • Having mature attitude and tolerance 	Bisa mentolerir kesalahan temannya dan tidak mendendam				

Appendix 11

Observation Checklist

Observation Checklist of Students' Emotional Intelligence

Name : *M. Taufiq Alfian*

Class : *X 1 IPA*

Components	Indicators	Yes	No	Note
1. Self-awareness	a. Recognize and feel self-emotions	✓		<i>need to increase his confidence especially when he perform in front of the class</i>
	b. Know the feeling causation	✓		
	c. Understand the effect of self-emotion toward his action		✓	
	d. Self-confident		✓	
	e. Put up with self-condition		✓	
2. Self-management	a. Be able to control self-emotion	✓		<i>good enough</i>
	b. Be able to manage self-emotion	✓		
	c. Be able to keep temper		✓	
	d. Be able to control and cope with the frustration	✓		
3. Self-motivation	a. Be able to solve the self-problem		✓	<i>he let his emotions influence others activity and make him doesn't focus.</i>
	b. Have a prospect and optimism	✓		
	c. Positive thinking	✓		
	d. Release oneself from the influence of emotion		✓	
	e. Have motivation to get achievement	✓		
4. Empathy	a. Recognize others' emotion	✓		<i>some have the force and doesn't respect the friends' feeling. however, he like to help</i>
	b. Feel and understand what the other feel	✓		
	c. Respect what emotion the other feel	✓	✓	
	d. Care with the other	✓		
	e. Sharing		✓	
	f. Helping	✓	✓	
	g. Be able to express the feeling well	✓	✓	
5. Handling relationship	a. Know the importance of relationship establishing	✓		<i>he is less attention with the other but easy to cooperate and friendly</i>
	b. Be able to solve the conflict with the others	✓		
	c. Have an ability to interact easily with the others		✓	
	d. Being easy going person	✓		
	e. Having attention with the others' importance		✓	
	f. Like to share and cooperate	✓		
	g. Having mature attitude and tolerance	✓		

Observation Checklist of Students' Emotional Intelligence

Name : *Abdullah Ibnu Akil*

Class : *X 1 / PA*

Components	Indicators	Yes	No	Note
1. Self-awareness	a. Recognize and feel self-emotions	✓		<i>has good self-awareness</i>
	b. Know the feeling causation	✓		
	c. Understand the effect of self-emotion toward his action	✓		
	d. Self-confident	✓		
	e. Put up with self-condition	✓		
2. Self-management	a. Be able to control self-emotion	✓		<i>needs to try to control when his mind in order to be not easy to get frustration</i>
	b. Be able to manage self-emotion	✓		
	c. Be able to keep temper	✓		
	d. Be able to control and cope with the frustration		✓	
3. Self-motivation	a. Be able to solve the self-problem	✓		<i>Although he has motivation to study, but frequently this motivation easy to down. It makes him want to give up</i>
	b. Have a prospect and optimism		✓	
	c. Positive thinking		✓	
	d. Release oneself from the influence of emotion		✓	
	e. Have motivation to get achievement	✓		
4. Empathy	a. Recognize others' emotion		✓	<i>he prefer to show his empathy through action</i>
	b. Feel and understand what the other feel		✓	
	c. Respect what emotion the other feel		✓	
	d. Care with the other	✓		
	e. Sharing	✓		
	f. Helping	✓		
	g. Be able to express the feeling well	✓		
5. Handling relationship	a. Know the importance of relationship establishing		✓	<i>good enough</i>
	b. Be able to solve the conflict with the others	✓		
	c. Have an ability to interact easily with the others	✓		
	d. Being easy going person	✓		
	e. Having attention with the others' importance		✓	
	f. Like to share and cooperate	✓		
	g. Having mature attitude and tolerance	✓		

Observation Checklist of Students' Emotional Intelligence

Name : Nur Afina

Class : XI.1/A

Components	Indicators	Yes	No	Note
1. Self-awareness	a. Recognize and feel self-emotions	✓		good enough
	b. Know the feeling causation	✓		
	c. Understand the effect of self-emotion toward his action	✓		
	d. Self-confident	✓		
	e. Put up with self-condition		✓	
2. Self-management	a. Be able to control self-emotion	✓		good
	b. Be able to manage self-emotion	✓		
	c. Be able to keep temper	✓		
	d. Be able to control and cope with the frustration	✓		
3. Self-motivation	a. Be able to solve the self-problem		✓	her negative emotions still affect her action.
	b. Have a prospect and optimism	✓		
	c. Positive thinking	✓		
	d. Release oneself from the influence of emotion		✓	
	e. Have motivation to get achievement	✓		
4. Empathy	a. Recognize others' emotion	✓		having high empathy to the other
	b. Feel and understand what the other feel	✓		
	c. Respect what emotion the other feel	✓		
	d. Care with the other	✓		
	e. Sharing	✓		
	f. Helping	✓		
	g. Be able to express the feeling well	✓		
5. Handling relationship	a. Know the importance of relationship establishing		✓	Sometimes she is selfish and prefer to emphasize her necessity
	b. Be able to solve the conflict with the others		✓	
	c. Have an ability to interact easily with the others	✓		
	d. Being easy going person	✓		
	e. Having attention with the others' importance	✓		
	f. Like to share and cooperate	✓		
	g. Having mature attitude and tolerance	✓		

(A)

Observation Checklist of Students' Emotional Intelligence

Name : Nurma Suciati

Class : X 1 IPA

Components	Indicators	Yes	No	Note
1. Self-awareness	a. Recognize and feel self-emotions	✓		Sometimes she didn't aware and understand the effect of her emotions against her action
	b. Know the feeling causation	✓		
	c. Understand the effect of self-emotion toward his action		✓	
	d. Self-confident	✓		
	e. Put up with self-condition	✓		
2. Self-management	a. Be able to control self-emotion	✓	✓	Researcher found her at logporhead. she is lack of self-management
	b. Be able to manage self-emotion	✓		
	c. Be able to keep temper		✓	
	d. Be able to control and cope with the frustration	✓		
3. Self-motivation	a. Be able to solve the self-problem	✓		has a good self-motivation but does not confide with her prospect more friend
	b. Have a prospect and optimism	✓	✓	
	c. Positive thinking	✓		
	d. Release oneself from the influence of emotion		✓	
	e. Have motivation to get achievement	✓		
4. Empathy	a. Recognize others' emotion	✓		frequently her caring only realize on her mouth. no action
	b. Feel and understand what the other feel	✓		
	c. Respect what emotion the other feel	✓		
	d. Care with the other	✓		
	e. Sharing		✓	
	f. Helping		✓	
	g. Be able to express the feeling well	✓		
5. Handling relationship	a. Know the importance of relationship establishing	✓		she is easy to cooperate and share only with her best friends
	b. Be able to solve the conflict with the others	✓		
	c. Have an ability to interact easily with the others		✓	
	d. Being easy going person		✓	
	e. Having attention with the others' importance	✓		
	f. Like to share and cooperate		✓	
	g. Having mature attitude and tolerance	✓		

1A

Appendix 12

Interview Guidelines for Students

Research Question	Components	Questions
How is the students' emotional intelligence at the tenth grade science students of SMA NU 01 Penawaja Tegal in the academic year of 2017/2018?	1. Self-awareness	<ul style="list-style-type: none"> a. Apakah anda pernah merasakan marah, sedih, dan bahagia tidak? b. Apakah anda memahami betul atau tidak penyebab alasan dibalik perasaan yang sedang anda alami tersebut? c. Apakah anda pernah merasa minder terhadap teman anda sendiri? d. Bagaimana perasaan anda ketika diminta guru untuk perform di depan kelas?
	2. Self-management	<ul style="list-style-type: none"> e. Apa yang akan anda lakukan ketika anda merasa jengkel dan kecewa terhadap teman anda? f. Apakah anda pernah merasa tertekan atau tidak dengan segala tugas dan aktifitas yang ada di sekolah?
	3. Self-motivation	<ul style="list-style-type: none"> g. Apakah anda pernah mengikuti suatu perlombaan dan sayangnya anda tidak menang? Bagaimana anda menanggapi hal tersebut?

		<p>h. Apa motivasi terbesar anda agar terus berprestasi</p> <p>i. Bagaimana gambaran rencana anda ke depan setelah lulus dari SMA?</p>
	4. Self-empathy	<p>j. Apa saja bentuk kepedulian anda kepada teman dekat anda?</p>
	5. Handling relationship	<p>k. Manakah yang lebih anda sukai, mengerjakan tugas secara individu atau berkelompok?</p> <p>l. Apakah anda mengikuti organisasi di sekolah atau tidak? Kalau iya apa nama organisasi tersebut?</p> <p>m. Apa perselisihan yang pernah anda miliki dengan teman anda?</p> <p>n. Lalu bagaimana solusi anda untuk masalah tersebut?</p> <p>o. Apa yang membuat anda kesulitan dalam mempelajari bahasa inggris?</p>

Appendix 13

The Transcript of Interview

Name : Nurma Sumah

Code : R-27

Status : Student

R	Namanya siapa?
I	Nama saya Nurma Sumah
R	Kamu pernah merasakan marah, sedih, dan bahagia tidak?
I	Ya pasti pernah lah...sering kali mbak.
R	Ok. Lalu kamu memahami betul tidak penyebab alasan dibalik perasaan yang sedang kamu alami?
I	Ya saya tahu betul. Saya inikan orangnya emang cepet marah. Kadang, Cuma gara-gara hal sepele aja langsung marah. Tapi Cuma sebentar kok marahnya gak sampe berlarut-larut.
R	Pernah merasa minder tidak sama teman sendiri?
I	Dulu pas diawal-awal masuk sih agak minder tapi sekarang sudah biasa saja.
R	Bagaimana perasaan kamu ketika diminta guru untuk perform di depan kelas?
I	Hehehe....pastinya nervous mbak, malu juga diliatin teman satu kelas
R	Apa yang akan kamu lakukan ketika kamu merasa jengkel dan kecewa terhadap temanmu?
I	Ya sebisa mungkin saya tahan untuk tidak ngomong kasar. Ya..kan walaupun saya cepet marah tapi saya cepet ilang juga marahnya.
R	Pernah tidak merasa tertekan dengan segala tugas dan aktifitas yang ada di sekolah?
I	He.em...pernah mbak. Apalagi kalau tugasnya banyak dan susah, bawaannya pengen nyontek ke temen....hehehehehe
R	Apakah kamu pernah mengikuti perlombaan dan sayangnya kamu tidak menang? Bagaimana kamu menanggapi hal tersebut?

I	Pernah.. dulu pas SMP. Ya saya mikirnya nya sih buat pengalaman aja. Daripada tidak pernah mencoba sama sekali
R	Apa motivasi terbesarmu untuk terus berprestasi?
I	Orang tua adalah motivasi terbesar saya.
R	Apa gambaran rencana kamu setelah lulus dari SMA?
I	Hmmmm....belum tau sih mbak, belum ada pandangan kesitu. Ini juga baru kelas satu.
R	Apa bentuk kepedulianmu kepada teman dekatmu?
I	Hmm....apa yah.....paling kadang itu sih nanyain udah ngerjain tugas belum sama menghibur kalau dia lagi sedih
R	Kamu lebih suka mengerjakan tugas secara individu apa kelompok?
I	Saya sih suka berkelompok. Soalnya kalau ada yang sulit bisa Tanya sama yang lain
R	Kamu mengikuti organisasi disekolah tidak? Kalau iya Apa namanya?
I	Ya saya ikut.... Saya ikut organisasi intra sekolah. OSIS
R	Apa perselisihan yang pernah kamu miliki dengan temanmu?
I	Ya ada...kadang temen aku suka ingkar janji mbak.. bilang mau kesini atau kemana gitu...eh pas hari H malah dibatalin
R	Lalu bagaimana solusi kamu untuk masalah ini?
I	Biasanya sih aku diemin dulu mbak.... Sampai dia mau minta maaf sama aku.
R	apa yang membuatmu sangat kesulitan dalam mempelajari bahasa inggris?
I	Sejauh ini saya baik-baik saja. Karena saya juga suka bahasa inggris. Makanya saya termotivasi sendiri untuk mempelajarinya.
R	Oke.. terimakasih untuk waktunya ya dek
I	Ya sama-sama kak

The Transcript of Interview

Name : Nur Afina

Code : R-24

Status : Student

R	Namanya siapa?
I	Saya Nur Afina, mbak
R	Kamu pernah merasakan marah, sedih, dan bahagia tidak?
I	Ya iya... namanya juga manusia. tidak mungkin tidak merasakan seperti itu
R	Ok. Lalu kamu memahami betul tidak penyebab alasan dibalik perasaan yang sedang kamu alami?
I	Ya saya tahu.... Apa yang membuat saya bahagia dan apa yang membuat saya sedih ataupun marah
R	Pernah merasa minder tidak sama teman sendiri?
I	Hmmmm.....tidak sih. Kita sama-sama manusia, sama-sama makan nasi
R	Bagaimana perasaan kamu ketika diminta guru untuk perform di depan kelas?
I	Kalau disuruh maju ya saya maju. Kadang tidak disuruh saja saya inisiatif maju sendiri untuk menjawab soal misal. Saya berusaha menjadi siswa aktif agar dikenal banyak guru
R	Apa yang akan kamu lakukan ketika kamu merasa jengkel dan kecewa terhadap temanmu?
I	Saya orangnya suka terus terang. Jadi kalau ada teman yang membuat saya marah, saya langsung ngomong keorangnya.
R	Pernah tidak merasa tertekan dengan segala tugas dan aktifitas yang ada di sekolah?
I	Sejauh ini sih masih merasa enjoy saja
R	Apakah kamu pernah mengikuti perlombaan dan sayangnya kamu tidak menang? Bagaimana kamu menanggapi hal tersebut?
I	Hmmmm....iya pas semester ganjil lalu. Sedih sama kecewa juga karena hasil tidak seperti yang diharapkan. Tapi positif thinking saja lah. Mungkin belum waktunya menang

R	Apa motivasi terbesarmu untuk terus berprestasi?
I	Hmm... gini saya kan dari TK sampai SMP selalu masuk 3 besar. Itu jadi motivasi saya untuk terus berprestasi di SMA ini
R	Apa gambaran rencana kamu setelah lulus dari SMA?
I	Saya pengen lanjut kuliah mbak.
R	Apa bentuk kepedulianmu kepada teman dekatmu?
I	Ya saya menjenguk teman saya yang sakit, siap jadi temen curhat, menghibur jika ada yang sedih, kadang mengingatkan jika ada PR
R	Kamu lebih suka mengerjakan tugas secara individu apa kelompok?
I	Saya suka dua-dua nya...ada tugas yang enak dikerjakan berkelompok ada juga tugas yang enak dikerjakan sendiri
R	Kamu mengikuti organisasi disekolah tidak? Kalau iya Apa namanya?
I	Ada 2 yang saya ikuti. Yang pertama OSIS sama persatuan Karate di sini.
R	Apa perselisihan yang pernah kamu miliki dengan temanmu?
I	Hmm... bentar..... oh ya...saya pernah dikatain sombong, sok pintar gara-gara tidak mau dicontekin temen
R	Lalu bagaimana solusi kamu untuk masalah ini?
I	Ya....saya minta maaf dan menjelaskan alasan saya kenapa saya begitu
R	apa yang membuatmu sangat kesulitan dalam mempelajari bahasa inggris?
I	Kalau di suruh membaca teks bahasa inggris yang panjang-panjang dan disuruh bikin teks sendiri. Vocabulary saya tidak banyak mbak
R	Oke.. terimakasih untuk waktunya ya dek
I	You're welcome mbak

The Transcript of Interview

Name : M. Tauhid Alfian

Code : R-19

Status : Student

R	Namanya siapa?
I	Muhammad tauhid alfian
R	Kamu pernah merasakan marah, sedih, dan bahagia tidak?
I	Iya
R	Ok. Lalu kamu memahami betul tidak penyebab alasan dibalik perasaan yang sedang kamu alami?
I	Ya tahu mbak...kenapa saya sedih, kenapa saya bahagia
R	Pernah merasa minder tidak sama teman sendiri?
I	Kadang saya merasa minder. Kadang juga tidak
R	Bagaimana perasaan kamu ketika diminta guru untuk perform di depan kelas?
I	Deg-degan sama kadang malu kalau gak bisa
R	Apa yang akan kamu lakukan ketika kamu merasa jengkel dan kecewa terhadap temanmu?
I	Kalau cowok pengen saya tonjok mbak...hehe....nggak ding. Paling-paling saya jauhkan orangnya
R	Pernah tidak merasa tertekan dengan segala tugas dan aktifitas yang ada di sekolah?
I	Dengan kemampuan saya. Kadang saya merasa hampir frustrasi
R	Apakah kamu pernah mengikuti perlombaan dan sayangnya kamu tidak menang? Bagaimana kamu menanggapi hal tersebut?
I	Selama masuk SMA saya belum pernah ikut lomba apapun
R	Apa motivasi terbesarmu untuk terus berprestasi?
I	Saya harus buat orang tua saya bangga dengan cara belajar dengan keras
R	Apa gambaran rencana kamu setelah lulus dari SMA?
I	Saya pengen cari kerja dulu. Membantu orang tua
R	Apa bentuk kepedulianmu kepada teman dekatmu?

I	Menolong teman yang kesusahan
R	Kamu lebih suka mengerjakan tugas secara individu apa kelompok?
I	Hmm....saya suka yang berkelompok
R	Kamu mengikuti organisasi disekolah tidak? Kalau iya Apa namanya?
I	Saya tidak mengikuti organisasi apapun
R	Apa perselisihan yang pernah kamu miliki dengan temanmu?
I	Yah...ada sih...hanya kesalahpahaman kecil saja
R	Lalu bagaimana solusi kamu untuk masalah ini?
I	Ya kita bicara baik-baik untuk menjelaskan dan meluruskan kesalahpahaman itu
R	apa yang membuatmu sangat kesulitan dalam mempelajari bahasa inggris?
I	Saya tidak tahu artinya sih mbak...makanya saya kesulitan
R	Oke.. terimakasih untuk waktunya ya dek
I	Ya mbak...terima kasih kembali

The Transcript of Interview

Name : Intan Mustika Ratih

Code : R-12

Status : Student

R	Namanya siapa?
I	Saya Intan...lengkapnya intan mustika ratih
R	Kamu pernah merasakan marah, sedih, dan bahagia tidak?
I	Pasti dong mbak.... Masa iya nggak ngerasain apa-apa
R	Ok. Lalu kamu memahami betul tidak penyebab alasan dibalik perasaan yang sedang kamu alami?
I	Ya saya tahu pastilah....saya tidak mungkin senang ataupun sedih tanpa sebab
R	Pernah merasa minder tidak sama teman sendiri?
I	Hmmm....nggak sih
R	Bagaimana perasaan kamu ketika diminta guru untuk perform di depan kelas?
I	Yang pasti sedikit grogi tapi kalau udah di depan biasanya rasa kepercayaan diri saya mulai muncul. Jadi groginya cepet ilang
R	Apa yang akan kamu lakukan ketika kamu merasa jengkel dan kecewa terhadap temanmu?
I	Kadang saya diemin saja mbak...kadang juga saya sindir-sindir biar dia peka dan mau minta maaf
R	Pernah tidak merasa tertekan dengan segala tugas dan aktifitas yang ada di sekolah?
I	Yah.... Kadang sih mbak. Capek dengan aktifitas di kelas belum lagi sama tugas-tugasnya.
R	Apakah kamu pernah mengikuti perlombaan dan sayangnya kamu tidak menang? Bagaimana kamu menanggapi hal tersebut?
I	Pernah... saya pikirnya gak papa lah. Buat pengalaman. Untung dikasih kesempatan buat ikut. Teman yang lain banyak yang tidak beruntung
R	Apa motivasi terbesarmu untuk terus berprestasi?

I	Saya selalu memotivasi diri sendiri.” kalau dia bisa mengapa saya tidak”.
R	Apa gambaran rencana kamu setelah lulus dari SMA?
I	Hmmm... lanjut kuliah dulu, baru cari kerjaan
R	Apa bentuk kepedulianmu kepada teman dekatmu?
I	Kasih perhatian misal tanya kenapa dia tidak berangkat kemarin, kenapa dia murung, kenapa dia senyum-senyum sendiri terus. Sama membantu kalau memang ada yang perlu dibantu
R	Kamu lebih suka mengerjakan tugas secara individu apa kelompok?
I	Eee.... kalau saya sih lebih nyaman ngerjain semua tugas sendiri ya mbak. Hasil usaha sendiri. Jadi tidak mencontek ataupun dicontek
R	Kamu mengikuti organisasi disekolah tidak? Kalau iya Apa namanya?
I	Tidak ada mbak...kegiatan saya sehabis sekolah saja banyak. Saya harus mengikuti beberapa kursus.
R	Apa perselisihan yang pernah kamu miliki dengan temanmu?
I	Saya pernah rebutan kursi sama teman saya mbak...jadi tidak tahu kenapa kursi dia hilang. Terus dengan Pede nya dia geser kursi saya. Ya saya marahlah.
R	Lalu bagaimana solusi kamu untuk masalah ini?
I	Kita sempat adu mulut gitu... terus saya mencoba kasih solusi dengan mau membantunya mencari kursi yang sisa dan tidak terpakai.
R	apa yang membuatmu sangat kesulitan dalam mempelajari bahasa inggris?
I	Saya lemah terutama dibagian listening mbak..terus kadang susah juga memahami teks-teks yang panjang. Banyak yang tidak tahu artinya...hehehe
R	Oke.. terimakasih untuk waktunya ya dek
I	Sama-sama kak ..ehhh...mbak

Appendix 14









KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-6044/Un.10.3/J4/PP.00.9/12/2016 Semarang, 28 Desember 2016

Lamp : -

Hal : **Penunjukan Pembimbing Skripsi**

Yth:

1. Nadiyah Ma'mun, M.Pd
2. Daviq Rizal, M.Pd

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Ulfatun Khasanah

NIM : 1403046087

Judul : *"The Correlation between Students' Emotional Intelligence and Their Achievement in Reading (A Quantitative Study at the Tenth Grade Students of SMA NU 01 Penawaja Tegal)"*.

Dan menunjuk :

Pmbimbing I : Nadiyah Ma'mun, M. Pd

Pembimbing II: Daviq Rizal, M. Pd

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terima kasih.

WasaalamualaikumWr. Wb.



Dekan,

Ketua Jurusan Pendidikan Bahasa Inggris

Chrom, M.Ag

NIP.196503291994031002

Tembusan :

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jl. Prof.DR. Hamka Kampus II Ngalyan Telp. (024) 7601295 Semarang 50185

HASIL YUDISIUM SEMINAR PROPOSAL

Nama : Ulfatun Khasanah

NIM : 1403046087

Judul Proposal:

“THE CORRELATION BETWEEN STUDENTS’ EMOTIONAL INTELLIGENCE AND THEIR ACHIEVEMENT IN READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF SCIENCE PROGRAM SMA NU PENAWAJA TEGAL IN THE ACADEMIC YEAR OF 2017/2018”

Daftar Refisi / Rekomendasi :

1. Delete unuseful words in the title and specify the object of research.
2. Specify the subject of research.
3. Give a verse/hadiths related to the research.
4. Correct the ungrammatical sentences especially passive sentence.
5. Prove the validity of students’ emotional intelligence by adding a supported method in data collection technique.

Penguji 1

Dra. Hj. Siti Mariam, M.Pd

NIP. 19650727 199203 2002

Pembimbing 1

Nadiah Makmun, M.Pd

NIP. 19781103 200701 2016

Semarang, 15 Agustus 2018

Penguji 2

Sayyidatul Fadlilah, M.Pd

NIP. 19810908 200710 2 001

Pembimbing 2

Daviq Rizal, M.Pd

NIP. 19771025 200701 1015



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-736/Un.10.3/D.1/TL.00/02/2018 Semarang, 15 Februari 2018
Lampiran : -
Perihal : **Mohon Izin Riset**
A.n. : Ulfatun Khasanah
NIM : 1403046087

Kepada Yth. :
Kepala SMA NU Penawaja
di Tegal

Assalaamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan Mahasiswa :

Nama : Ulfatun Khasanah
NIM : 1403046087
Topik : **"THE CORRELATION BETWEEN STUDENT'S EMOTIONAL INTELLIGENCE AND THEIR ACHIEVEMENT IN READING (a Quantitative Study at Tenth Grade Students of SMA NU Penawaja Tegal in the Academic Year of 2017/2018) "**

Pembimbing : 1. Nadiyah Makmun, M. Pd
2. Daviq Rizal, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas selama 1 bulan, mulai tanggal 19 februari 2018 sampai tanggal 17 maret 2018.

Demikian atas perhatian dan terkabulnya permohonan ini, disampaikan terima kasih.

Wassalaamu'alaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik



Prof. Dr. H. Fatah Syukur, M. Ag.
NIP. 19681212 199403 1 003

Tembusan :
Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang



YAYASAN PERGURUAN TAMAN PENAWAJA SMA NU 01 PENAWAJA ADIWERNA

Jln. S. Amangkurat I Pesarean Adiwerna Tegal 52194. ☎/📠 (0283) 443684

SURAT KETERANGAN

No. 4.246/PW/IX/2018

Yang bertanda tangan dibawah ini:

Nama : Hj. MUFRIKHA, S.H
Alamat : Jln. S. Amangkurat I Pesarean Adiwerna Tegal
Jabatan : Kepala Sekolah
Unit Kerja : SMA NU 01 Penawaja Adiwerna

Menerangkan bahwa :

Nama : Ulfatun Khasanah
NIM : 1403046087
Prodi : Pendidikan bahasa Inggris
Jurusan : Tarbiyah dan Keguruan
Alamat : Ds. Jatirokeh RT 03 RW 02 Kec.Songgom Brebes

Adalah Mahasiswa pada Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Walisongo Semarang, benar – benar yang bersangkutan telah melaksanakan riset terhitung mulai tanggal 19 Februari 2018 sampai tanggal 17 Maret 2018 di Sekolah Menengah Atas (SMA) NU 01 Penawaja Adiwerna Kabupaten Tegal.

Demikian surat keterangan ini kami buat dengan sebenar – benarnya untuk digunakan sebagaimana mestinya.



CURRICULUM VITAE

Name : Ulfatun Khasanah
Students' Number : 1403046087
Place, Date of Birth : Brebes, 28th January 1995
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Educational Background

A. Formal Education

1. TK Al-Furqon Jatirokeh Brebes
2. MI Al-Furqon Jatirokeh Brebes
3. SMP PLUS NU 01 Penawaja Talang Tegal
4. SMA NU 01 Penawaja Adiwerna Tegal
5. Education and Teacher Training Faculty of Walisongo State Islamic University Semarang

B. Non-Formal Education

1. MDA Al-Furqon Jatirokeh Brebes
2. Pondok Pesantren Tahfidzul Qur'an Darussakinah Tegal
3. Pondok Pesantren Ulumul Qur'an Miftahul Falah Kaliwungu Kendal
4. Pondok Pesantren Raudlatut Thalibin Tugu Kota Semarang

