THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND

READING COMPREHENSION OF THE ELEVENTH GRADE

STUDENTS OF SMA SANDIKA BANYUASIN

UNDERGRADUATE THESIS

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Di tempat,

Assalamu'alaikum Wr. Wb

Setelah kami periksa dan diadakan perbaikan – perbaikan sebelumnya, maka skripsi berjudul **"THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMA SANDIKA BANYUASIN"**, ditulis oleh saudara **M. AHLAN FIRDAUS** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Wassalamu'alaikum Wr. Wb.

Palembang,   Desember 2016

Pembimbing I

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Surat Pernyataan

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul : "**"THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMA SANDIKA BANYUASIN"** adalah karya sendiri. Apabila ternyata bukan hasil karya sendiri, saya bersedia diberi sanksi sesuai dengan pasal 70 Undang-Undang No. 20 tahun 2003 tentang "Sistem pendidikan nasional" yang berbunyi "Lulusan yang karya ilmiah digunakan untuk mendapatkan gelar akademik, profesi, atau vokasisebagaimana dimaksudkan pada ayat 25 (2) terbukti merupakan jiplakan di pidana penjara paling lama dua tahun atau pidana denda uang paling banyak sebesar 200.000.000 (Dua Ratus Juta Rupiah)".

Demikian pernyataan ini saya buat dengan sebenarnya.

Palembang,　November 2016

Yang menyatakan,

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10. His special friend and all friends in PBI B (2012).

May Allah Almighty, the lord of universe bless them all. Amin.

Finally, the writer realizes that this thesis still has some weaknesses and shortages. Therefore, the writer would be grateful to accept any constructive critiques and suggestions to improve this thesis.

Palembang,   December 2016

The writer

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ABSTRACT

This research analyzed the correlation between emotional intelligence and reading comprehension. The objectives of this research are to know if there is a significant correlation between emotional intelligence and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin and to know whether there is a significant influence of students' emotional intelligence on their reading comprehension. The subject of this research was the eleventh grade students of SMA Sandika Banyuasin and the sample were 53 students. This research used USMEQ-i questionnaire from Yusoff (2010) to know the student's emotional intelligence and TOEFL Junior reading comprehension section for students' reading comprehension. The result of all participants' USMEQ-i showed that the eleventh grade students of SMA Sandika Banyuasin were in average (2.60). Meanwhile, the result of TOEFL Junior reading comprehension section showed that the reading comprehension of students were in poor category (47.60). After that, the result of USMEQ-i and TOEFL Junior reading comprehension section was examined through SPSS using Pearson Product Moment formula. The result was ($r=$ .661, $p<0.05$) which means that there was a positive significant correlation between emotional intelligence and reading comprehension. Since there was a correlation, the researcher used Regression analysis to find out the influence of emotional intelligence on reading comprehension and the result showed that there was 43.7 % influence of emotional intelligence on reading comprehension.

Keywords: *Correlational Research, Emotional Intelligence, Reading Comprehension,*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1. Background

Reading plays a vital role in the learning process. It is a stepping stone in the walk of knowledge. Its importance is also clear from the very first Quranic revelation, *iqra* which means *read*. According to Yılmaz (2012, p. 823), reading is a receptive skill in which one looks at and attempts to understand what has been written. It is multi-dimensional process that involves the eyes, the brain, and the mouth to comprehend or make meaning from written text (Brassel & Rasinki, 2008, p. 15). Moreover, it is not only the process of recognition, perception, and interpretation of written materials, but an active one in that it includes the cognitive abilities such as guessing or predicting, checking, and asking questions (Grellet, 1987, p. 8).

Comprehension is the one of the major purposes of reading (Iqbal, Noor, Muhabat, & Kazemian, 2015, p. 2). It is recognized as an acquired skill which is focused on the understanding of input. Moreover, in the context of reading, according to Klinger, Vaughn, and Boardman (2007, p. 2), comprehension can be defined as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It is a complex task, which requires the process of many different cognitive skills and abilities (Oakhill, Cain & Elbro, 2015, p. 1).

Reading comprehension has become the first and foremost requirement for the students throughout the world which students can get information and knowledge from what they read. In addition, it helps students of English as a foreign or second language to become acquainted with the subject area of their field of study and also improve their knowledge of the language (Salehi, Lari & Rezanejad, 2014, p. 266). It also widens the mind and gains understanding of the foreign culture (Patel & Jain, 2008, p. 114).

In Indonesia, the students' reading comprehension is unsatisfying, especially reading comprehension of English. It is concluded by the result of reading ability and English proficiency of students in Indonesia. Based on the Programme for International Student Assessment (PISA) in 2015, Indonesia students showed poor reading ability which was in rank 69th out of 76 countries were surveyed (Natalia, 2016). Furthermore, based on the English Proficiency Index (EPI) in 2015, the English proficiency of Indonesian people is moderate proficiency in rank 32nd out of 70 countries. Indonesia's score on the worldwide ranking was 52.91, only a negligible increase from 52.74 in 2014. Last year, Indonesia ranked 28th out of 63 countries (Jong, 2015).

In learning English, reading becomes a very difficult skill to master for many students since their language proficiency does not support them to have better comprehension of English reading material (Agustiani, 2016, p. 112). That becomes a problem for senior high school students because, despite changes in curricular approach, reading has been the dominant skill tested (Aziez, 2011, p. 17). According to Jafari and Shokrpour (2012, p. 102) the difficulties of reading

come from different sources, such as: poor interpretation of the texts, poor vocabulary, the use of inappropriate reading strategies, and poor grammatical competence.

In learning process, many factors influence students' English learning performance. One of the determining factors is intelligence, which is also one of the factors affecting reading comprehension. Nevertheless, the term of intelligence has been unclear and a major source of debate by many researchers (Gabanchi & Rastegar, 2014. P. 136). Every approach to thinking comes up with it is own different perspective and assumptions, often contradicting at least one earlier theory (Pal, Pal & Tourani, 2004, p. 181). The former theory of intelligence known by people is Intelligence Quotient (IQ) which just focuses on the cognitive abilities. After that, in 1983, Howard Gardner brought a completely different dimension to the concept of IQ with the theory of multiple intelligences whose divided intelligence into some types. Afterwards, the theory of emotional intelligence appeared and then became famous, which previously has been considered less important in the process of learning (Karbalaei & Sanati, 2015, p. 172).

Emotional intelligence becomes a buzzword in many fields when Goleman (1995) published the best-selling trade book, *Emotional Intelligence: Why It Can Matter More than IQ*. But, Goleman was not the first man who proposed the concept of emotional intelligence, it was first introduced by Salovey and Mayer (1990) (Jie & Ian, 2012, p. 1686). Afterwards, many experts propose different models of emotional intelligence for different purposes (Bangun & Iswari, 2015,

p. 337). Not only propose different models of emotional intelligence but also experts define emotional intelligence differently. According to Yusoff, Rahim, and Esa (2010, p. 1), emotional intelligence is the ability to perceive, express, understand, motivate, control and regulate emotion. Meanwhile, Sullivan (2016, p. 2) mentions that emotional intelligence is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

Emotional intelligence has been considered as the most determining factor people's success in life. It is supported by Abdolrezapour (2013, p. 331) who mentions that now, experts believe that success is influenced 80% by various factors that constitute a person's character and personality or their emotional intelligence and 20% by IQ. It has been applied in all sorts of fields, especially in education area. Within the context of foreign language learning, emotional intelligence is being applied in educational institutions for language competence (Farooq, 2014. p, 6). Its importance also has been confirmed by many English teachers and university instructors' finding and studies (Zarezadeh, 2013. p. 1286).

In learning language, emotional intelligence has a correlation with comprehension proficiency because learning a language is a communicative task in nature, and the ability to communicate and learn a language, knowing emotions, and being able to control them plays a significant role (Fani, 2015b, p. 146). Thus, positive emotions influence learning by affecting students' attention, motivation, use of learning strategies and self-regulation of learning including in

reading comprehension which involves emotional processing (Bryant, 2007, pp. 6-7). As the result emotional intelligence is important in reading. It brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense (Salovey & Grewal, 2005, p. 281). In short, it represents abilities that join intelligence and emotion to enhance thought.

SMA Sandika is a private school which the tenth and the eleventh grades students learn in the afternoon class. The school uses KTSP for the curriculum and usually in KTSP, schools give 45 minutes in one meeting for important subject, but in SMA Sandika, teachers cut 10 minutes in one meeting in order to make some students who live in faraway can arrive at home before night. It causes the students have insufficient time to learn in school and some people also believe that learn in the morning is more effective than in the afternoon because in the afternoon, students are tired and sleepy (Lestari, 2013, p. 116). Therefore, students' emotional intelligence in SMA Sandika plays a vital role in their learning process.

Based on the informal interview with some students of SMA Sandika, the teachers in SMA Sandika sometimes involve students' emotional intelligence in the learning process, such as giving some advice and motivation. But some students were still not interested in learning English especially reading English text. In learning process, they were not paying attention, sleepy, and also bored. They did not care because they did not understand and they did not want to try to understand. On the contrary, some students were still interested in learning

English. They still learnt and did the assignments which the teacher gave them even they did not understand because of lack of vocabulary, difficult to find specific information in reading text and insufficient explanation about the text. Hence, some of them got a poor achievement in reading.

The occurrence in SMA Sandika is supported by Soureshjani and Naseri (2011, p. 1312) who believe the emotions control the will to activate or shut down the cognitive functions. If students are not willing to learn, they either will not learn much, or they will not use their maximum capacity to perform well. Furthermore, Elias (2004) (as cited in Fatum, 2008, p. 1) considers that Emotional Intelligence (EI) is a necessary component of any educational community. It is as a set of skills necessary for effective social interaction and classroom success, such as: (1) emotional recognition and regulation, (2) self-control, (3) goal setting, (4) social responsibility, (5) empathy, (6) problem solving, (7) conflict resolution, and (9) skills needed for leadership and effective group participation. Furthermore, Downey, Mountstephen, Lloyd, Hansen and Stough (2008) (as cited in Abdolrezapour, 2013, p. 332) find that high emotional intelligence contributes to increased motivation, planning, and decision making, which positively influence academic performance.

Some previous studies have revealed that emotional intelligence had a positive correlation to reading comprehension. Motallebzadeh (2009) claimed there was a strong relationship between emotional intelligence and EFL learners' reading comprehension. Then, Karbalaei and Sanati (2015) found there was a positive relationship between the students' level of reading comprehension and

their emotional intelligence. The last, Nurhasnah (2014) also showed there was a significant correlation between emotional intelligence and reading comprehension on narrative text.

On the contrary, Ghabanchi and Rastegar (2014) found there was a small correlation between emotional intelligence and reading comprehension. IQ was more determinative factor in reading comprehension than emotional intelligence. Moreover, Karaman (2012) showed that there is no significant relationship between emotional intelligence and English language performance. In addition, Ronasari (2015) mentioned that there was no significant relation was found between emotional intelligence and reading comprehension.

Based on the description above, the researcher wants to explore more about the correlation between emotional intelligence and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin.

1.2. Problems of Study

Based on the background, the problems of study are formulated in the following questions:

1. Is there any significant correlation between emotional intelligence and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin?

2. Does emotional intelligence influence reading comprehension of the eleventh grade students of SMA Sandika Banyuasin ?

1.3. Objectives of the Study

From the problems above, the objectives of this study are:

1. To find out if there is a correlation between emotional intelligence and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin.

2. To know whether emotional intelligence influences reading comprehension of the eleventh grade students of SMA Sandika Banyuasin.

1.4. Significance of the Study

Related to the objective of the research above, the significance of this study is as follows:

a. To make students aware of emotional intelligence and improve their emotional intelligence in order to reach the optimum results in their learning English, especially reading comprehension.

b. To provide information on the the importance of emotional intelligence, its relationship and effects on reading comprehension. It is also expected that the development of language teaching and learning will focus on students' emotional intelligence as a factor influence their reading achievement.

c. This study is expected to provide and share valuable information to other researchers who conduct a research on emotional intelligence,

reading comprehension and the relationship between students'
emotional intelligence and their reading comprehension.

d. This research is expected to add the researcher's knowledge on
correlational research, emotional intelligence and reading
comprehension.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational research (2) concept of intelligence, (3) emotional intelligence, (4) the models of emotional intelligence, (5) concept of reading, (6) reading comprehension, (7) reading comprehension and emotional intelligence, (8) previous related studies, (9) the hypotheses of study, and (10) criteria of testing hypotheses.

2.1. Correlational Research

Richards and Schimdt (2010, p. 139) define correlational research as a research which is carried out to examine the nature of the relationship between two naturally occurring variables. In correlational research, there is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. It ranges in value from -1.00 (i.e. a perfect negative relationship) through 0.00 (i.e. total absence of a relationship) to +1.00 (i.e. a perfect positive relationship). A correlation coefficient indicates both the direction (i.e. positive or negative) and the strength (i.e. the size or magnitude) of the relationship. The closer an absolute value of the correlation coefficient is to 1.00, the stronger the relationship between two variables is regardless of the direction of its correlation coefficient.

The meaning of a given correlation coefficient can be seen below based on Lodico, Spaulding and Voegtle (2010, p. 284):

Table 1

Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Creswell (2012, p. 340) proposed two primary types of correlational research design; explanation and prediction. The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

The prediction research to identify one or more variables that can predict changes in another variable measured at a later point in time (Lodico et al., 2010, p. 276). Researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future

behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted (Creswell, 2012, p. 341).

Lodico et al. (2010, pp. 274 – 275) proposed the following characteristics of correlational research as follows:

1. Measurement of at least two (but usually more) variables thought to be related.

2. Data are collected from one randomly selected sample of participants.

3. Data are collected at one point in time.

4. Scores on each variable are obtained for each individual.

5. Correlations are computed between the scores for each pair of variables using statistical tests.

2. 2. Concept of Intelligence

The modern study of intelligence began about 100 years ago, when Sir Francis Galton called attention to the fact of individual differences in a variety of cognitive tasks (Hunt, 1997, p. 1). Despite a long history of research and debate, there is still no standard definition of intelligence. This has led some to believe that intelligence may be approximately described, but cannot be fully defined (Legg & Hutter, 2007, p. 2). Furthermore, Karaman (2012, p. 7) proposes that the term of intelligence has a crucial role in humankind and it has become the center

of attention of many respected scholars for many years and studies indicate that intelligence differs from one person to another. In addition, Gardner (2011. p. xv) defines intelligence as a word to describe the ability to think, learn and understand one phenomenon. It means that intelligence is human ability to process something in the brain and make it to be a good thing. Similarly, Estep (2006, p. 2) declares intelligence is certain parts of the cerebral cortex of the brain which enables a person to solve problems or achieve many things.

Many researchers have tried to find a method to measure human intelligence. Karaman (2012, p. 1) mentions that Binet and Simon's test became very popular and it was accepted for more than 60 years indubitably. It was based on the theory about the mental processes involved in thinking, reasoning and problem solving. Furthermore, Stern hit upon the ingenious idea of dividing mental age by chronological age and regarding this quotient, which he called the intelligence quotient, as an index of intelligence. In symbols, Stern's quotient is the fraction MA/CA; that is mental age (MA) divided by chronological age (CA). The American psychologist Lewis Terman later introduced the abbreviation IQ for intelligence quotient and suggested multiplying Stern's fraction by 100 to convert it to a percentage. The revised concept of the IQ is defined as:

$$IQ = \frac{MA}{CA} \text{ X } 100$$

After that, in 1983, Howard Gardner brought a completely different dimension to the concept of IQ with the theory of multiple intelligences. IQ tests, which have been used until that time, are dependent on logical and language

capacity of the brain. However, the brain has not only logical and language capacities, but also other types of capacities. This theory included the following intelligences: linguistic intelligence (word smart), musical intelligence, logical-mathematical intelligence (number/reasoning smart), spatial intelligence (picture smart), bodily-kinesthetic intelligence (body smart), the personal intelligences (personality smart) (Gardner, 2011, pp. 77-251).

2.3. Emotional Intelligence

Emotional intelligence brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense of and navigate the social environment (Salovey & Grewal, 2005, p. 281). Thus, it represents abilities that join intelligence and emotion to enhance thought. Emotional Intelligence (EI) was first introduced by Salovey and Mayor in 1990, which was in essence consistent with earlier research on Ford and Tisak's social intelligence and Gardner's intrapersonal and interpersonal intelligences (Abdolrezapour & Tavakoli, 2012, p. 1). Then, Braynt (2007, p. 1) mentions that it was made popular by Daniel Goleman with the 1995 publication of his book, *Emotional Intelligence: Why It Can Matter More than IQ.*

Since first time emotional intelligence has been introduced, it has become a buzzword in many fields including education, management studies, and artificial intelligence. Within the context of foreign language learning, it is being applied in educational institutions for language competence (Farooq, 2014. p, 6). This is because it has been soundly established that emotional intelligence is one

of the important determinants of academic achievement among students and it is also what makes them versatile employees once they embark into the working world (Mohzan, Hassan & Halil, 2013, p. 304).

Considering the importance of emotional intelligence, many experts proposes their own model of emotional intelligence and defines emotional intelligence differently. Salovey and Mayer (1990, p. 5) define emotional intelligence as the ability based on feeling and emotion to guide one's thinking and action. Then, Goleman (2009, pp. 21-22) defines emotional intelligence as abilities which emotions involve in one's action to face problems. Moreover, Based on Mortiboys (2005, p. 2), emotional intelligence means the ability to control emotions in one and in others. Similarly, Sullivan (2016, p. 2) defines emotional intelligence as the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. From all the definitions of emotional intelligence, it can be conclude that emotional intelligence is the ability to control emotions and use them in positive ways.

In measuring emotional intelligence, there are three approaches which are commonly used such as the specific ability approach, the integrative approach, the mixed-model approach (Yusoff et al., 2010. p. 1).

1. The first approach to emotional intelligence is specific-ability approach which focuses on a particular skill area that can be considered mainly as basic to emotional intelligence such as Diagnostic Analysis of Nonverbal Accuracy 2 (DANVA-2), Japanese and Caucasian Brief Affect

Recognition Test (JACBART), and Levels of Emotional Awareness Scale (LEAS). These scales present pictures of faces and of postures, gestures, or recordings of voice tones; the participant's task is to correctly identify the emotion expressed. For example, the DANVA-2 employs stimuli that express one of the four emotions of happiness, sadness, anger, and fear (Mayer, Roberts & Barsade, 2008. p. 512).

2. The second approach to emotional intelligence is integrative approach which is the joining of several specific abilities to obtain an overall sense of emotional intelligence. The test such as Emotion Knowledge Test (EKT), Mayer-Salovey-Caruso Emotional Intelligence Scale (MSCEIT), and Multibranch Emotional Intelligence Scale (MEIS). For example, Izard's Emotional Knowledge Test asks test takers to match an emotion such as sadness with a situation such as "your best friend moves away," as well as to identify emotions in faces. It provides an integrative measure of emotional intelligence, focusing in particular on emotional perception and understanding.

3. The third approach to emotional intelligence is often referred to as a mixed model approach because of the mixed qualities that such models target. This approach uses very broad definitions of emotional intelligence that include 'non-cognitive capability, competency or skill' and/or 'emotional and socially intelligence behavior' and take account of 'disposition from the personality domain'. It consists of diverse psychological traits, abilities, styles and other characteristics to emotional intelligence. Mix

Models approach are Emotional Quotient Inventory (EQ-i), Self-Report Emotional Intelligence Test (SREIT), and Multidimensional Emotional Intelligence Assessment (MEIA). For example, Self-Report Emotional Intelligence Test (SREIT) is a 33-item self-report inventory that has most often been used to assess an overall level of EI.

2.4. The Models of Emotional Intelligence

Many studies have already been conducted concerning emotional intelligence and some of them proposed different models of emotional intelligence. The reason emotional intelligence models differ has to do with the fact that these models were developed by different people for different purposes. Other proponents of emotional intelligence agree that although differences between several major models do exist, there is considerable overlap among them and also many similarities that cannot be ignored (Fani, 2015a, 59). Furthermore, some models of emotional intelligence are generally constructed for Western empirical setting and written in the English language (Bangun & Iswari, 2015, p. 337).

The first model of emotional intelligence was proposed by Salovey and Mayer (1990, p. 7) and they categorized emotional intelligence in four domains as follows:

1. Emotional Perception: the ability to perceive emotions in oneself and others, as well as in objects, art, and stories.

2. Emotional Facilitation of Thought: the ability to generate, use, and feel emotions in order to communicate feelings, or use them in other mental processes.

3. Emotional Understanding: the ability to understand how emotions combine and progress through relationship transitions and to reason about emotions.

4. Emotional Management: the ability to be open to emotions and to moderate them in oneself and others, in order to encourage personal understanding and growth.

On the other hand, Goleman (2009, pp. 26-27) divided model of emotional intelligence which consists of four dimensions as follows:

1. Self-awareness: the ability to observing oneself and the emotions felt as well as appropriate handling of feelings.

2. Self-management: the ability to the channeling of emotions in the pursuit of a goal, delaying gratification, and stifling impulses.

3. Social Awareness: the ability to recognize emotions in others and the appreciation of the differences in people and the sensitivity to others' feelings and concerns.

4. Relationship Management: the ability to manage emotions in others to build relationship with other.

Different from Salovey and Mayer, and Goleman, Yusoff et al. (2010, pp. 10-13) proposed the different model of emotional intelligence which is divided into seven domains, as follows:

1. Emotional Control: the ability of self-control from disruptive emotions and impulsive feelings.

2. Emotional Maturity: the ability to facilitate and guide emotional tendencies to achieve and reach intended goals.

3. Emotional Conscientiousness: the ability of taking responsibility and maintaining integrity for personal performance.

4. Emotional Awareness: the ability of knowing and understanding one's own and other persons' internal states, preferences, resources and intuitions as well as their effects.

5. Emotional Commitment: the ability of aligning and working with others in a group or organization towards common goals.

6. Emotional Fortitude: the ability of negotiating and resolving disagreements as well as sending convincing messages.

7. Emotional Expression: ability of conveying and adjusting one's emotions, thoughts and behaviors to changing situations and conditions.

From all the models of emotional intelligence, the researcher used the model of Yusoff (2010) because Moon (2011) as cited in Bangun and Iswari (2015, p. 337) suggest that EI cannot be fully or meaningfully understood without consideration of people's cultural values and beliefs due to the existence of cross-cultural differences in EI. Instead of adopting a standard for emotional intelligence according to a western approach, the researcher used the Yusoff's (2010) emotional intelligence model because the consideration of the similarity of Indonesian culture and Malaysian culture.

2.4. Concept of Reading

It is widely acknowledged that reading is a vital skill for English language learners in today's world. It enhances the development of overall proficiency and provides access to valuable information at work and in school. According to Yılmaz (2012, p. 832), reading is a receptive skill in which one looks at and attempts to understand what has been written. It is multi-dimensional process that involves the eyes, the brain, and the mouth to comprehend or make meaning from written text (Brassel & Rasinki, 2008, p. 15). It is not only the process of recognition, perception, and interpretation of written materials, but an active one in that it includes the cognitive abilities such as guessing or predicting, checking, and asking questions (Grellet, 1987, p. 8). Furthermore, Richards and Schimdt (2010, p. 483) define reading as the ability to understand the meaning of written text.

Based on the definitions above, reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as the process of getting the information and the idea in text or written symbol. It means that when a reader interacts with printed messages, he or she tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer.

Commonly, the processes of reading are divided into some stages, Patel and Jain (2008, pp. 114-116) classify the process of reading into three stages, as follows:

1. The Recognition Stage: at this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

2. The Structuring Stage: the learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3. The Interpretation Stage: This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

Furthermore, there are different types of reading often distinguished, according to the reader's purposes in reading. According to Patel and Jain (2008, pp. 117-123), the types of reading are divided into four, as follows:

1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

2. Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3. Reading aloud

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

2.5. Reading Comprehension

Reading is often regarded as a twofold process: the first thing involved in reading is to identify and recognize the written symbols (words); next step is to straighten the way for perception and internalization of the meaning. Such is the

elaboration of the reading process presented by Dechant (1982, p. 288) who explains 'word identification' and 'comprehension' as the two stages of the process of reading. Meanwhile, comprehension is defined as reading text with understanding. It is the process of making sense of words, sentences and connected speech (Qanwal & Karim, 2014, p. 1020).

Comprehension is the one of the major purposes of reading (Iqbal et al., 2015, p. 2). According to Klinger et al. (2007, p. 2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Similarly, Brassel and Rasinski (2008, p. 16) mention that reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text. It is a complex task, which requires the process of many different cognitive skills and abilities (Oakhill et al., 2015, p. 1).

There are different types of reading comprehension often distinguished, according to the reader's purposes in reading and the type of reading used (Richards & Schimdt 2010, p. 483). The following are commonly referred to:

1. Literal Comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

2. Inferential Comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring (inference).

3. Critical or Evaluative Comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

4. Appreciative Comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

In order to assess the comprehension in reading, traditionally, L2 reading researchers utilize one or two measures of comprehension that consist of free recall, summaries, multiple choice, true/false, close-deletion items, open-ended questions, and sentence completions (Brantmeier, 2003, p. 4). In this time, there is a standard test to measure students' reading comprehension is by using TOEFL Junior which consist of multiple choice questions. In TOEFL Junior (Practice test for the TOEFL Junior standard test, 2012, p. 5), the questions in the reading comprehension section test students' ability to:

1. Comprehend the main idea of a text.

2. Identify important factual information that supports the main idea.

3. Make inferences based on what is not explicitly stated in a text.

4. Determine the meaning of unfamiliar words or expressions from context.

5. Identify the words that pronouns represent.

6. Recognize an author's purpose.

2.7. Reading Comprehension and Emotional Intelligence

Reading comprehension is now considered to be a highly complex skill, which involves both lower level processing and higher level processing. It makes slow readers lack enough motivation and self-efficacy for processing target language reading. It causes they cannot get gist of meaning suffering from poor reading comprehension ability (Baharani & Ghafournia, 2015, p. 162). Therefore, students' emotional intelligence should be developed because according to Downey et al. (as cited in Abdolrezapour, 2013, p. 332), high emotional intelligence contributes to increased motivation, planning, and decision making, which positively influence academic performance. Also, experts now believe that success is influenced 20% by IQ and 80% by various factors that constitute a person's character and personality or their emotional intelligence (Abdolrezapour, 2013, p. 331).

Human is controlled by their emotions. If someone has a good emotional intelligence they can control their emotions and can think clearly. Meanwhile, reading comprehension is a complex task which needs cognitive abilities. Sometimes the readers feel bored of reading text and their mind becomes stop working. It is supported by Bryant (2007, pp. 6-7) who mentions reading comprehension involves emotional processing.

Emotional intelligence represents abilities that join intelligence and emotion to enhance thought. It brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense (Salovey & Grewal, 2005, p. 281). Hence, emotional intelligence have a correlation with comprehension proficiency because learning a language is a communicative task in nature, and the ability to communicate and learn a language, knowing emotions, and being able to control them plays a significant role (Fani, 2015b, p. 146).

2.8. Previous Related Studies

There were some studies about emotional intelligence. Motallebzadeh (2009) conducted the research entitled *The relationship between the emotional intelligence of Iranian EFL learners and their reading comprehension and structural ability*. The researcher took 250 Iranian EFL learners studying at Islamic Azad University (IAU) to follow a language proficiency test and 170 candidates who were intermediate level were selected and took self-report measure Bar-On emotional Quotient Inventory. Result revealed that there was a strong correlation because all EQ categories the amount of *p-* value is less than .05 (p < .05), there was a positive relationship between different EQ subcategories and reading comprehension scores except for two cases: social responsibility (p= .20) and empathy (p = .06).

Also, Nurhasnah (2014) conducted the research entitled *The correlation between students' emotional intelligence and their reading comprehension at Islamic Junior High School Sawah Kampar Regency.* Her samples were 31

students from 3 classes at MTs Sawah Kampar. The result of the analysis of her research was r_o 0.504 higher than r_{table} at level 5% (0.367) and at level 1% (0.470). It means there was a significant positive correlation between students' emotional intelligence and their reading comprehension of eighth grade students at Islamic Junior High School Sawah Kamapar Regency.

Furthermore, Karbalaei and Sanati (2015) investigated *The relationship between the emotional intelligence, reading motivation, and anxiety with reading comprehension.* The participants in their study were selected from six classes consisting of 75 intermediate students studying English in English Institute Iran. Their level of English proficiency was determined on the basis of their scores on the PET proficiency test. After all participants in both groups were given PET proficiency test 64 EFL learners were selected for the purpose of their study. Three questionnaires including emotional intelligence questionnaire and the reading motivations questionnaire, and reading anxiety questionnaire were given to the selected participants. Finally, the results of the test and three questionnaires were analyzed to see the relationship among variables. The results of the study indicated that there was a positive relationship between the students' level of reading comprehension and their emotional intelligence where the amount of correlation (r) is .842, and P value was .000.

Moreover, Ghabanchi and Rastegar (2014) explored research about *The correlation of IQ and emotional intelligence with reading comprehension.* The aim of their study was to determine the impact of both IQ and emotional intelligence on reading comprehension in Iran. 55 EFL college students from

Payame Noor University of Gonbad and Azad University of Gorgan participated in their study. Three independent tests were administrated, including Bar-On's emotional intelligence inventory (EQ-i), Raven' s Advanced Progressive Matrices, and the reading comprehension portion of the TOEFL (2005). By totaling all fifteen categories of all five subscales, the overall average for the EQ total scores (r = .19) was rated low when correlated to reading comprehension. The results indicated that the relationship between IQ and reading comprehension was stronger than the relationship between total emotional intelligence and reading comprehension.

Meanwhile, Karaman (2015) conducted the study entitled *Turkish undergraduate students' emotional intelligence and their performance on English language test*. The study was an empirical study, which employed quantitative research methods. The data were collected from 64 participants who were from the Department of English Language Teaching and the Department of Computer and Instructional Technology Teacher Education at Eastern Mediterranean University in the Turkish Republic of Northern Cyprus. The data collection was carried out by using an emotional intelligence inventory and an English language test. The result found that there was no statistically significant relationship between the emotional intelligence and the performance on English language test of the Turkish undergraduate students

In addition, Ronasari (2015) studied about *The correlations among emotional intelligence, gender and reading comprehension of English education study program students of FKIP PGRI university Palembang*. The sample of study

were 395 students of English education of FKIP PGRI. The researcher used TEIQue-SF for measure students' emotional intelligence and TOEFL for reading comprehension test. The result of the study found that no significant relation between emotional intelligence and reading comprehension.

2.9. The Hypotheses of the Study

Based on the previous theory, the hypotheses of the study are:

1. H_o: There is no correlation between students' emotional intelligence and thier reading comprehension of SMA Sandika Banyuasin.

   H_1: There is a correlation between students' emotional intelligence and thier reading comprehension of students of SMA Sandika Banyuasin.

2. H_o: Students' emotional intelligence of SMA Sandika Banyuasin does not influence their reading comprehension.

   H_1: Students' emotional intelligence of SMA Sandika Banyuasin influences their reading comprehension.

2.10. Criteria for Testing Hypotheses

To test the hypotheses above, the researcher used these criteria based on Fraenkel, Wallen and Hyun (2012, p. 228):

1. If *p*-value is higher than 0.05 (p>0.05), H_o is accepted and H_1 is rejected.

2. If *p*-value is lower than 0.05 (p<0.05), H_o is rejected and H_1 is accepted.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) research design, (2) research variables (3) operational definitions, (4) subject of study, (5) data collections, (6) data instruments analysis, and (7) data analysis.

3.1. Research Design

In this research, the researcher used correlational research to find out the correlation between variables and interpret the results that may appear. According to Fraenkel et al. (2012, p. 331), correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common. Furthermore, Gay, Mills and Airasian, (2012, p, 204) mention that correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The degree of relation is expressed as a correlation coefficient.

The first procedure was the researcher identified the students' emotional intelligence by using emotional intelligence questionnaire; USMEQ-i and the second procedure was the researcher gave students reading comprehension test; TOEFL Junior reading comprehension section. The next step was the researcher analyzed the correlation between variables through SPSS (Statistical Package for Social Science) based on the results of the emotional intelligence questionnaire and reading comprehension test.

The research design was as follows:
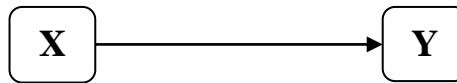
X = Students' emotional intelligence

Y = Students' reading comprehension

3.2. Research Variables

A common and useful way to think about variables is to classify them as *independent* or *dependent* (Fraenkel et al., 2012, p. 80). They define that independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In this study, the independent variable is emotional intelligence, and the dependent variable is reading comprehension.

3.3. Operational Definitions

Operational definition is a definition of a concept in terms which can be observed and measured (Richards & Schmidt, 2010, p. 411). To avoid misunderstanding, the researcher serves some operational definitions.

Correlation Research is the study to find out the relationship between two variables, even more than two variables are common. In this study, the researcher used two variables to be examined the relationship; emotional intelligence and reading comprehension.

Emotional intelligence refers to the ability to use components of emotion in positive ways. The researcher identified students' emotional intelligence from USMEQ-i (Universiti Sains Malaysia Emotional Intelligence Inventory) which was developed by Yusoff (2010) based on his seven domains of emotional intelligence.

Reading comprehension refers to the ability to understand and make meaning of the text which the readers read. It was measured by TOEFL Junior reading comprehension section which consists of 42 questions in multiple choices.

3. 4. Subject of the Study

To get the data of study, this research needed a subject. The subject of the study was the eleventh grade students of SMA Sandika Banyuasin.

3.4.1. Population

According to Richards and Schmidt (2010, p. 443), population in statistics is any set of items, individuals, which share some common and observable characteristics and from which a sample can be taken. The population of this study was the eleventh grade students at SMA Sandika Banyuasin, which consist of two classes. The distribution of population of the study can be seen in table 2.

Table 2

Population of Study

No	Class	Number of Students
1	XI IPA 1	39
2	XI IPS 1	34
Total		**73**

Source: SMA Sandika academic year 2016-2017

3.4.2. Sample

Sample in statistics and testing are any group of individuals that is selected to represent a population (Richards & Schmidt, 2010, p. 506). Moreover, Fraenkel et al., (2012, p. 91) define a sample in a research study is the group on which information is obtained.

To get the sample, the resarcher used total population sampling technique which selected the total eleventh grade students which consists of two classes to be a examined. And after the researcher analysed the data, the researcher only took 53 students as the sample because 3 students did not come and only 53 questionnaires could be used because 1 questionnaire did not return, 3 questionnaires were not completed, and 13 questionnaires showed the faking index of USMEQ-i were too high which meant that the results may not show the true colour of the respondents' emotional intelligence. The distribution of sample can be seen in Table 3.

Table 3

Sample of the Study

No	Class	Number of Students
1	XI IPA 1	32
2	XI IPS 1	21
Total		**53**

Moreover, According to Gay et al. (2012, p, 205), the sample for a correlational study is selected by using an acceptable sampling method, and a minimally acceptable sample size is generally 30. The sample size is also supported by others experts (Fraenkel et al, 2012, p. 338; Lodico et al, 2010, p. 278). In addition, Fraenkel et al. (2012, p. 102) mention that a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy.

3.5. Data Collection

To support this research, the researcher used two instruments to get the data. The instruments are:

3.5.1. Questionnaire

Questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent (Richards & Schmidt, 2010, p. 478). To obtain the information about students' emotional intelligence, the researcher used Universiti Sains Malaysia Emotional Quotient Inventory (USMEQ-i) by Yusoff (2010). It was developed to assess students' emotional intelligence and the researcher has already had permission to use it. The

researcher used USMEQ-i because the consideration of the similarity of Indonesian culture and Malaysian culture.

The questionnaire had two version; Malaysian and English and the researcher translated into Bahasa Indonesia to avoid misunderstanding because based on Mackey and Gass (2012, p. 79), research teams believe that the quality of the obtained data improves if the questionnaire is presented in the respondents' own mother tongue.

USMEQ-i consists of 46 items, based on seven domains of emotional intelligence and faking index. Faking index measures the tendency of respondents to overrate him/herself. Faking index is grouped into 3 groups: low = 0.00 − 2.00; average = 2.01 − 2.99; high = 3.00 − 4.00. If the score of faking index is high it means the result of the respondents is not reliable. it may not show the true colour of the respondent's emotional intelligence. It is supposed to the further analysis such as; counter check with friends' or teachers' opinions regarding the test results and the respondent's characteristics.

The questionnaire consists of five possible responses to each statement ranging from 'Not like me' (number 0) to 'Totally like me' (number 4).

The following table of domains items of the questionnaire (Arifin, Yusoff, & Naing, 2012, p. 30):

Table 4

USMEQ-i Specifications

No	Domain	Items in the Questionnaire
1	Emotional control	Q4, Q7, Q10, Q11, Q12, Q25, Q32, Q38, Q44
2	Emotional Maturity	Q14, Q23, Q30, Q33, Q34, Q37, Q42, Q43
3	Emotional Conscientiousness	Q5, Q9, Q17, Q20, Q26
4	Emotional Awareness	Q22, Q28, Q29, Q40, Q41
5	Emotional Commitment	Q15, Q16, Q36, Q45
6	Emotional Fortitude	Q1, Q3, Q31, Q46
7	Emotional Expression	Q2, Q8, Q19, Q35
8	Faking Index	FQ6, FQ13, FQ18, FQ21, FQ24, FQ27, FQ39

3.5.2. Reading Comprehension Test

To obtain students' reading comprehension, the researcher used TOEFL Junior reading comprehension section which is appropriate for ages 11-15. It is not based on any specific curriculum. The purpose of the TOEFL Junior test is to provide an objective measure of the degree to which students in the target population have attained proficiency in the academic and social English language skills representative of English-medium instructional environments (Handbook for the TOEFL Junior standard test, 2015, p. 2).

TOEFL Junior is developed through research and the data was collected from a variety of sources, including:

1. English language standards/curriculum and textbooks from countries where English is taught as a foreign language (such as Brazil, China, France, Korea, Japan, Taiwan, Turkey, and Vietnam).

2. English language proficiency standards for English learners in U.S. middle schools (such as California, Colorado, Florida, New York, and Texas state standards and the WIDA consortium Standards).

3. Input from experienced English teachers Academic literature on language used in academic contexts.

TOEFL Junior reading comprehesion section consists of 42 multiple choices questions. It measures students' ability to read and understand academic and non-academic texts written in English. Here is the following table of specification of test based on TOEFL Junior:

Table 5
TOEFL Junior Reading Comprehension Section Specifications

No	Indicators	Numbers of Test
1	Comprehend the main idea of a text.	11, 25,32,
2	Identify important factual information that supports the main idea.	2,4,14,18,20,22,23,34,35,39
3	Make inferences based on what is not explicitly stated in a text.	5,9,13,15,26,28,30,31,36
4	Determine the meaning of unfamiliar words or expressions from context	7,12,17,19,27,3337,40,41
5	Identify the words that pronouns represent	1, 8,21,29,38
6	Recognize an author's purpose	3,6,10,16,18,24,42

3.6. Data Instrument Analysis

In the data instrument analysis, there are two steps which examined; validity and reliability test. The researcher used ready-made instruments which have been developed by experts. Seliger and Shohamy (2001, pp. 189-190) mention that using a ready-made instrument is more advantageous than developing a new procedure for which information regarding reliability and validity is available.

3.6.1. Validity Test

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, 2012, p. 159). It means the instruments measure what is supposed to measure. There are two validity in this research, validity of questionnaire and validity of reading comprehension test.

3.6.1.1. Validity of Questionnaire

USMEQ-i is ready-made questionnaire by Yusoff (2010) and it has been already validated to measure students' emotional intelligence by construct validity (Arifin et al., 2012, p. 26). Fraenkel et al. (2012, p. 162) mention that construct validity refers to the degree to which the totality of evidence obtained is consistent with theoretical expectations. It is the broadest of the three categories of evidence for validity. Furthermore, Richards and Schimdt (2010, p. 124) define construct validity is a type of validity that is based on the extent to which the

items in a test reflect the essential aspects of the theory on which the test is based (i.e., the construct).

To make sure that the questionnaire could be used to senior high school students, the researcher asked the author, and then he replayed that it could be used to senior high school students. It is supported by Effendi, Matore, and Khairani (2015, p. 253) who mention that USMEQ-i has been used in different sample in Malaysia, including middle school students. Then, Benny (2014) in her study also used the questionnaire to secondary school students in India. She analysed 13-16 years students studying in English Medium Schools of Greater Mumbai which consist of 20 schools.

The author of questionnaire gave USMEQ-i with two version languages; Malaysian and English. To avoid misunderstanding, the researcher translated it into Bahasa Indonesia and after that, the researcher used expert judgments to check whether the translation of questionnaire valid or not. The validators were three English lecturers in UIN Raden Fatah and the result of validators were "B" which means the translation could be used.

3.6.1.2. Validity of Reading Comprehension Test

The researcher did not check the validity of reading comprehension test because TOEFL Junior is the standard test, which is based on through research to ensure the validity, and it reflects best practices in language testing.

3.6.1. Reliability Test

According to Creswell (2012, p. 159), reliability means that scores from an instrument are stable and consistent. Furthermore, Fraenkel et al. (2012, p. 154) mention reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. In this research, there are two reliability of the instruments; reliability of questionnaire and reliability of reading comprehension test.

3.6.2.1. Reliability of Questionnaire

The researcher did not check the reliability of questionnaire because the author of questionnaire had checked the reliability which had examined by Cronbach's Alpha. Fraenkel et al. (2012, p. 158) define Cronbach's Alpha is a measure of internal consistency of items that are not scored right versus wrong, as in some essay tests where more than one answer is possible.

The Cronbach's alpha coefficient value was 0.96 for overall score of USMEQ-i which administered at four time intervals: 2 months (time 1), 4 months (time 2), 6 months (time 3) and 8 months (time 4) (Yusoff, 2012, p. 2). He further mentions that EI inventories range from 0.80 to 0.92 are adequate for research and an individual assessment.

3.6.2.2. Reliability of Reading Comprehension Test

TOEFL Junior used two statistics to describe the reliability of the scores of a group of test takers are the reliability coefficient and the standard error of measurement. The reliability coefficient of reading section is .89. The reliability coefficient is an estimate of the correlation between scores on different froms of the test.

The standard error of measurement of reading section is 10.0. The standard error of measurement indicates the extent to which test takers' scores differ from their "true scores." A test taker's "true score" is the average of the scores that test taker would earn on all possible forms of the test. The difference between a test taker's "true score" and the score the test taker actually earned is called "error of measurement" (Handbook for the TOEFL Junior Standard Test, 2015, p. 29).

3.7. Data Analysis

After the all instruments have been tested, the researcher analyzed the data. The steps are:

3.7.1. Questionnaire Analysis

To get the score of USMEQ-i, first, the researcher classified each domain and counted the total of score each domain. After that, the totals were divided by the total items of each domain of the questionnaire. It can be seen in the table below:

Table 6

Measuring of USMEQ-i Each Domain

	I	II	III	IV	V	VI	VII	H
Total								
Divided by	9	8	5	5	4	4	4	7
Score								

Source: Yussof et al. (2010. p. 20)

After the score of each domain have revealed, the global score of emotional intelligence was obtained by sum up the total scores of each domain without faking index domain (H) and the score would be divided by 39.

Table 7

Measuring of USMEQ-i Global Score

	I	II	II	IV	V	VI	VII	Σtotal	Divided by	EI Score
Total									39	

Source: Yussof et al. (2010, p. 20)

After the all results of students' emotional intelligence have been obtained. The score would be put in the category based on the interval score. The interval score of emotional intelligence can be seen in the table below:

Table 8

Emotional Intelligence Interval

Emotional Intelligence Score	
Low	0 – 1.20
Average	1.21 – 2.80
High	2.81 – 4.00

Source: Yusoff et al. (2010, p. 14)

3.7. 2. Reading Comprehension Analysis

In scoring the TOEFL Junior reading comprehension section score, the standard scoring system based on SMA Sandika Banyuasin was used.

The correct answer was scored 1 and the incorrect answer was scored 0. The highest score would be 100 and the lowest would be 0. The formula can be seen below:

$$Reading\ Comprehension\ Section = \frac{the\ number\ the\ correct\ answers}{the\ total\ number\ of\ the\ test}\ x\ 100$$

After the all scores of students' reading comprehension were obtained, the result were classified based on the classification below:

Table 9

The Classification of Students' Reading Comprehension Score

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

Source: SMA Sandika Banyuasin

3.7.3. Correlational Analysis

To found out the correlation between emotional intelligence and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin, the researcher used Pearson Product Moment Correlation which was examined by SPSS. Gay et al. (2012, p. 204) propose that when two variables are correlated, the result is a correlation coefficient, which is a

decimal number ranging from .00 to 1.00. The correlation coefficient indicates the size and direction of the relation between variables.

3.7.4. Regression Analysis

To found out the influence, Regression Analysis was used to see the value of the influence of predictor variable (the students' emotional intelligence) toward the criterion variable (the students' reading comprehension).

In correlation, the effect size is called as the coefficient of determination, symbolized by $r2$. In short, the coefficient of determination indicates the percentage of the variability between or among the criterion scores that can be attributed to differences in the scores on the predictor variable (Fraenkel et al., 2012, p. 335). Regression Analysis can be applied if there is a correlation.

CHAPTER IV

FINDINGS AND INTERPRETATION

This ch'oapter presents (1) research findings and (2) interpretations

4.1. Findings

There are seven types of research findings in this research: (1) the result of questionnaire, (2) the result of reading comprehension test, (3) the result of normality test (4) the result of linearity test (5) correlation between students' emotional intelligence and their reading comprehension, and (6) influence of students' emotional intelligence on their reading comprehension.

4.1.1. The Result of Questionnaire

In this research, the researcher gave 70 questionnaires to all the eleventh grade students of SMA Sandika Banyuasin because 3 students did not come. The questionnaire; USMEQ-i consists of 46 items, based on the seven domains of emotional intelligence and faking index (measures the tendency of respondents to overrate him/herself). The questionnaire has five possible responses to each statement ranging from 'Not like me' (number 0) to 'Totally like me' (number 4).

After the questionnaires were collected and analyzed, 1 questionnaire did not return, 3 questionnaires were not completed and 13 questionnaires were not reliable because the faking index score was high; 3.00-4.00. High scores of faking index indicated that there was tendency of over rating him or herself. As the

result, the researcher only analyzed 53 questionnaires. The result of USMEQ-i can

be seen in the descriptive statistics below:

Table 10

Descriptive Statistics of Emotional Intelligence

	N	Range	Minimum	Maximum	Sum	Mean
USMEQ-i	53	1.90	1.33	3.23	137.26	2.5898
Valid N (listwise)	53					

Based on the descriptive statistics above, the range score of USMEQ-i was

1.90, the minimum score was 1.33 and the maximum score was 3.23. Meanwhile,

the sum score of the students' emotional intelligence was 137.26 and the mean

was 2.5898. This mean score (2.60) indicated that the level of the eleventh grade

students' emotional intelligence was average. The distribution of students'

emotional intelligence can be seen in the table below:

Table 11

Distribution of Students' Emotional Intelligence

Score Interval	Category	Frequency	Percentage
2.81 – 4.00	High	15	28 %
1.21 – 2.80	Average	38	72 %
0 – 1.20	Low	-	0 %
Total		53	100%

From the table distribution of USMEQ-i above, the result showed that 15

students were in the high emotional intelligence; 2.81- 4.00. On the contrary, 38

students were in average; 1.21 – 2.80. Meanwhile, there was no student in low emotional intelligence.

4.1.2. The Result of Reading Comprehension Test

Since only 53 questionnaires which the researcher analyzed, the researcher also analyzed 53 students' TOEFL Junior reading comprehension section. The result of descriptive statistics of TOEFL Junior reading comprehension section can be seen below:

Table 12

Descriptive Statistics of TOEFL Junior Reading Comprehension Section

	N	Range	Minimum	Maximum	Sum	Mean
TOEFL Junior	53	36	31	67	2523	47,60
Valid N (listwise)	53					

Based on the descriptive statistics above, the range of TOEFL Junior reading comprehension section score was 36, the minimum score was 31, and the maximum score was 67. Meanwhile, the sum score of the TOEFL Junior reading comprehension section was 2523, and the mean score of TOEFL Junior reading comprehension section was 47.60. This mean score (47.60) indicated that the reading comprehension of the eleventh grade students of SMA Sandika Banyuasin were in the poor category. The distribution of the TOEFL Junior reading comprehension section results can be seen in the table below:

Table 13

The Distrib8ution of TOEFL Junior Reading Comprehension Section

Score Interval	Category	Frequency	Percentage
86 – 100	Very Good	-	0 %
71– 85	Good	-	0 %
56 – 70	Fair	7	13.2 %
41 – 55	Poor	34	64.2 %
0 – 40	Very Poor	12	23.6 %
Total		53	100 %

Based on the distribution table above, the result showed that there were no students in very good and good category. On the contrary, there were 7 students were in fair; 13.2 %, 34 students were in the poor; 64.2 %, and 12 students were in very poor; 23.6 %.

4.1.3. The Result of Normality Test

The purpose of the normality test of the data is to find out whether the distribution of the data is normal or not. The probability value for the normality test of the data is .05. The variables are normal if it:

a. H_o is accepted if the sig is lower than .05, it means the data is not normal.

b. H_1 is accepted if the sig is higher than .05, it means the data is normal.

To find out whether the distribution is normal or not, the result of the normality test can be seen on the table below:

Table 14

Tests of Normality

		TOEFL Junior	USMEQ-i
N		53	53
Normal Parameters[a,b]	Mean	47,60	2.5898
	Std. Deviation	8,130	.39765
Most Extreme Differences	Absolute	,091	,116
	Positive	,078	,071
	Negative	-,091	-,116
Test Statistic		,091	,116
Asymp. Sig. (2-tailed)		,200[c,d]	,071[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the result of normality test; Kolmogorov-Smirnov, both emotional intelligence and TOEFL Junior reading comprehension section results were more than .05. The result of USMEQ-i was .071 (>.05) and TOEFL Junior reading comprehension section was .200(>.05) which could be assumed that the data were normal.

4.1.4. The Result of Linearity Test

The purpose of the linearity test of the data is to find out whether the distribution of the data is linear or not. The probability value for the linearity test of the data is .05. The variables are linear if it:

a. H_o is accepted if the sig is lower than .05, it means the data is not linear.

b. H_1 is accepted if the sig is higher than .05, it means the data is linear.

To find out whether the distribution of the data is linear or not, the result of the linearity test can be seen on the table below.

Table 15
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
TOEFL Junior * USMEQ -i	Between Groups	(Combined)	2804,013	33	84,970	2,552	,017
		Linearity	1501,314	1	1501,314	45,087	,000
		Deviation from Linearity	1302,699	32	40,709	1,223	,328
	Within Groups		632,667	19	33,298		
	Total		3436,679	52			

Based on the table above, the results showed that the deviation from linearity between emotional intelligence and reading comprehension (sig) was .328 or higher than .05 which the result could be assumed that it was linear.

4.1.5 Correlation between Students' Emotional Intelligence and Their Reading Comprehension

To answer the first research problem, the researcher used Pearson Product Moment Correlation to find out the correlation between emotional intelligence and reading comprehension.

The result of Pearson Product Moment in this research can be seen in the table below.

Table 16

Correlation Result

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

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

Based on the Pearson Product Moment above, the correlation coefficient or the r_{value} was 0.661 and it was higher than r_{table} 0.265 and the level of probability (*p*) significance (sig.2-tailed) was 0.000 and it was lower than 0.05. Therefore, there was sufficient evidence to suggest that the H_o was rejected and H_1 was accepted. The result indicated that there was a positive significant correlation between students' emotional intelligence and their reading comprehension. Based on the correlation coefficient proposed by Lodico et al. (2010, p. 284), the degree of correlation coefficient was strong relationship.

4.1.6. Influence of Students' Emotional Intelligence on Their Reading Comprehension

Since there was a correlation between emotional intelligence and reading comprehension, Regression analysis was used to answer the problem number to; the influence of independent variable on dependent variable.

The result can be seen in the table below:

Table 17
Coefficients[a]

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

a. Dependent Variable: TOEFL Junior

The results indicated that the students' emotional intelligence influenced reading comprehension significantly with t_{value} (6.290) was higher than t_{table} (2.008) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence of students' emotional intelligence on their reading comprehension of the eleventh grade students of SMA Sandika Banyuasin.

Table 18
Model Summary[b]

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

a. Predictors: (Constant), USMEQ-i
b. Dependent Variable: TOEFL Junior

Moreover, the result of R Square (R^2) was .437, which means that emotional intelligence gave a significant influence in the level of 43.7% toward reading comprehension and 56.3% was unexplained factors value.

4.2 Interpretations

In order to strengthen the value of this study, some interpretations are drawn on the basis of the results of the data analysis. Based on the students' result of USMEQ-i, the eleventh grade students of SMA Sandika Banyuasin were in average score. Yusoff et al. (2010, p. 9) propose, the average score of USMEQ-i indicates that students are reasonably skillful at perceiving, expressing, understanding, motivating, controlling and regulating their emotions. It means that the eleventh grade students of SMA Sandika Banyuasin sometimes can control their emotional intelligence and use it in positive way.

Meanwhile, based on the students' result of TOEFL Junior reading comprehension section, the reading comprehension of the eleventh grade students of SMA Sandika were in poor category with the mean score 47.60. It was fair because all of them have problem in comprehending the text and answer the questions which is caused by lack of vocabulary, and difficult to find specific information in reading text since their unfamiliarity with the text.

However, poor category is moderate for students of SMA Sandika Banyuasin, considering the students' reading comprehension of English text in Indonesia was unsatisfying and also for students in South Sumatra. According to Agustiani (2016, p. 112), students' reading comprehension in South Sumatera was dissatisfying. She concluded it from some results of the other researchers who conducted a study about reading comprehension in all over South Sumatra.

Afterwards, from the result of Pearson Product Moment Correlation, this research found that there was a positive significant correlation between emotional

intelligence and reading comprehension of the eleventh grade students of SMA Sandika (r= 0.661, p< 0.05) which were calculated by the data of USMEQ-i and TOEFL Junior reading comprehension section. The correlation was positive which probably indicated that when the score of students' emotional intelligence tends to increase the score of their reading comprehension also tends to increase, despite students' emotional intelligence gave a small influence in their result of reading comprehension achievement. From the result, their emotional intelligence may be have a correlation with the way they did the reading comprehension test such as build attention, promote motivation, and also likely activate their will to finish the test even their capabilities are not good enough. However, the result is consistent with the previous theoretical and empirical studies.

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

level of emotional intelligence would be able to carry out higher level processing (and hence read) both more effectively and efficiently because emotional intelligence represents abilities that join intelligence and emotion to enhance thought (Abdolrezapour & Tavakoli 2012, p. 10).

It is also in line with Karbalaei and Sanati (2014) who found that there was a positive strong relationship between emotional intelligence and reading comprehension of Iranian students. The reasonable explanation for the result of study is reading comprehension involves emotional processing (Bryant, 2007, pp. 6-7). As the result, emotional intelligence brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense (Salovey, & Grewal, 2005, p. 281). Furthermore, positive emotions also influence learning by affecting students' attention, motivation, use of learning strategies and self-regulation of learning (Pekrun, 2014, p. 12).

The results of this research also corroborate to the result of Nurhasnah (2014) who found that there was significant positive correlation between students' emotional intelligence and their reading comprehension of eighth grade students at Islamic Junior High School Sawah Kamapar Regency. According to Fani (2015, p. 146), it is no wonder, though, that emotional intelligence have a correlation with comprehension proficiency because learning a language is a communicative task in nature, and the ability to communicate and learn a language, knowing emotions, and being able to control them plays a significant role.

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

Meanwhile, the result of R Square (43.7) indicated that emotional intelligence gave 43.7 % influence on reading comprehension. This result in part with Motallebzadeh (2009) who found that the regression analysis for the significant level, it means that reading comprehension more influenced by emotional intelligence level.

It is supported by Dehkordi and Bidabadi (2015. p. 41) who mention that emotional intelligence can have an effect on the EFL learners' reading comprehension ability. Moreover, Zarezadeh (2013) claimed that emotional intelligence affects English language learning. That is likely happened because emotional Intelligence (EI) is a necessary component of any educational community (Elias, 2004, as cited in Fatum, 2008, p. 1). Furthermore, Downey,

Mountstephen, Lloyd, Hansen and Stough (2008) (as cited in Abdolrezapour, 2013, p. 332) find that high emotional intelligence contributes to increased motivation, planning, and decision making, which positively influence academic performance. In addition, Soureshjani and Naseri (2011, p. 1312) mention emotions control the will to activate or shut down the cognitive functions. If students are not willing to learn, they either will not learn much, or they will not use their maximum capacity to perform well.

In conclusion, this study was successful to find the correlation between emotional intelligence and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin and the influence of the two variables.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents (1) conclusion, and (2) suggestions

5.1. Conclusions

Based on the findings in the previous chapter, some results can be concluded.

1. There was a positive correlation between emotional intelligence and reading comprehension of the eleventh grade students of SMA Sandika Banyuasin. The result of Pearson Product Moment showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

2. Students' emotional intelligence significantly influenced on their reading comprehension. It meant that emotional intelligence was one of factors that influenced students' reading comprehension of the eleventh grade students. When students' emotional intelligence was good, it also gave a good effect on their reading comprehension.

5.2. Suggestions

The result of this research was a positive significant correlation and emotional intelligence gave an influence to reading comprehension which indicated that emotional intelligence is important for students in their learning English, especially reading comprehension. Therefore, students have to be aware, explore and improve their emotional intelligence more in the learning process in

order that they can get better achievement not only in reading comprehension, but also in other subjects. Furthermore, teacher should be aware of students' emotional intelligence and also involve it in the process of learning. In addition, for material developer, it is better to create more suitable materials that relevant with students' emotional and learning English. Meanwhile, for next researcher, he or she will be better to find out the difference between male and female students' emotional intelligence, the way to enhance students' emotional intelligence in order to make emotional intelligence effectively used or find out the best way to improve students' reading comprehension of SMA Sandika Banyuasin.

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Appendices

Informal Interview Questions

1. Are you interested in learning English?

2. Why are you (not) interested in learning English?

3. Do you like reading English text?

4. Do your teachers involve your emotions in teaching, such as giving motivation and advice?

5. After getting motivation and advice, are you still bored, sleep, and not paying attention in learning process?

6. Do you do the English assignment which your teacher gives to you?

7. What are the difficulties that you face in doing English assignment, especially for reading?

8. Have you ever got a good score in reading?

Nama: **Kelas:**

USM Emotional Quotient
Inventory (USMEQ-i)

Instruksi : Pilihlah jawabanmu dengan hati-hati dan yang paling benar atau sesuai dengan dirimu. **Silahkan menjawab semua pernyataan yang disediakan dengan membulatkan jawaban kamu mengikut skala yang disediakan**. Tidak ada jawaban yang benar atau salah, oleh karena itu pilihlah jawaban yang paling tepat untukmu dan bukan apa yang kebanyakan orang lain jawab atau fikirkan. Sebaiknya kamu tidak memakan waktu terlalu lama menjawab setiap pernyataan kerena barangkali jawaban spontanmu itu lebih tepat dibandingkan dengan jawaban yang memakan waktu terlalu lama.

Skala: - TS   = Tidak sama seperti saya

    - **SS**   = Sedikit sama seperti saya

    - **HS**   = Hampir sama seperti saya

    - **S**   = Sama seperti saya

    - **SgtS**   = Sangat sama seperti saya

Q1	Saya sering menasehati diri saya sendiri dan orang lain.	TS	SS	HS	S	SgtS
Q2	Apabila berhasil, saya bersyukur.	TS	SS	HS	S	SgtS
Q3	Saya mudah mengakui kesalahan sekiranya saya memang bersalah.	TS	SS	HS	S	SgtS
Q4	Apabila mendapat masalah, saya akan mencoba melihat sudut pandang yang berbeda agar menjadi positif.	TS	SS	HS	S	SgtS

- TS = Tidak sama seperti saya

- **SS** = Sedikit sama seperti saya

- **HS** = Hampir sama seperti saya

- **S** = Sama seperti saya

- **SgtS** = Sangat sama seperti saya

Q5	Saya melaksanakan apa yang saya janjikan.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q6	Saya selalu percaya diri dalam melaksanakan kegiatan sehari-hari.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q7	Saya bisa membuat keputusan sendiri secara rasional.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q8	Saya menggunakan bahasa yang sopan ketika berbicara dengan keluarga dan orang lain.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q9	Saya tidak suka membuat orang lain menunggu.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q10	Saya bersabar apabila mendapat musibah atau kegagalan	**TS**	**SS**	**HS**	**S**	**SgtS**
Q11	Saya dapat fokus terhadap apa yang saya lakukan meskipun saya tertekan	**TS**	**SS**	**HS**	**S**	**SgtS**
Q12	Apabila ditimpa musibah, saya menerima apa yang telah terjadi dan mencoba mencari solusi untuk mengatasinya.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q13	Saya selalu proaktif dalam menyelesaikan sesuatu.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q14	Saya mengetahui kemampuan dan potensi diri .	**TS**	**SS**	**HS**	**S**	**SgtS**
Q15	Saya akan menyampaikan pandangan dan kritikan saya dengan tujuan menolong dan memperbaiki situasi.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q16	Saya suka melibatkan diri secara aktif dalam suatu perbincangan.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q17	Saya akan tetap memikul tanggung jawab yang diberikan kepada saya walaupun orang lain tidak berbuat demikian.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q18	Saya selalu merasa mampu menyelesaikan masalah apapun dalam keadaan apapun	**TS**	**SS**	**HS**	**S**	**SgtS**
Q19	Kegagalan membuat saya lebih bersemangat untuk berhasil.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q20	Saya memikul sebuah amanah dengan penuh tanggung jawab.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q21	Saya senantiasa jujur terhadap diri sendiri.	**TS**	**SS**	**HS**	**S**	**SgtS**

Skala: - **TS** = Tidak sama seperti saya

- **SS** = Sedikit sama seperti saya

- HS = Hampir sama seperti saya

- S = Sama seperti saya

- SgtS = Sangat sama seperti saya

Q22	Saya dapat memahami dan merasakan perasaan orang lain seakan saya sendiri berada dalam situasi orang itu.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q23	Saya termotivasi untuk belajar suatu hal karena minat saya terhadap hal itu.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q24	Saya senantiasa mengintrofeksi diri dengan cara menghitung setiap perbuatan yang baik atau buruk yang telah saya lakukan untuk memperbaiki diri.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q25	Saya dapat mengontrol perasaan sedih atau marah walaupun saya mempunyai masalah.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q26	Apabila diberi tugas, saya akan melakukan yang terbaik.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q27	Saya peka terhadap masalah dan keadaan yang terjadi di sekitar saya.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q28	Saya peka terhadap naluri dan perasaan sendiri	**TS**	**SS**	**HS**	**S**	**SgtS**
Q29	Saya bergaul baik dengan tetangga.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q30	Tujuan saya belajar suatu hal adalah untuk menambah pengetahuan saya dan mengamalkannya dalam kehidupan sehari-hari.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q31	Saya mudah memberi maaf kepada orang lain	**TS**	**SS**	**HS**	**S**	**SgtS**
Q32	Dalam situasi apapun, saya dapat menenangkan diri dan mampu membuat keputusan terhadap suatu masalah.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q33	Apabila menghadapi tugas yang sulit, saya akan mencoba menyelesaikannya dengan baik.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q34	Saya menghargai apa yang saya punya.	**TS**	**SS**	**HS**	**S**	**SgtS**
Q35	Saya menghormati tetangga dan orang yang lebih tua.	**TS**	**SS**	**HS**	**S**	**SgtS**

Skala: - TS = Tidak sama seperti saya

- **SS** = Sedikit sama seperti saya

- **HS** = Hampir sama seperti saya

- **S** = Sama seperti saya

- **SgtS** = Sangat sama seperti saya

Q36	Saya memberikan komitmen yang tinggi di setiap kegiatan yang dijalankan oleh institusi atau masyarakat.	TS	SS	HS	S	SgtS
Q37	Saya mencari informasi yang benar untuk memahami sesuatu masalah atau mempelajari sesuatu.	TS	SS	HS	S	SgtS
Q38	Saya menghadapi kehidupan sehari-hari dengan tenang walaupun berada dalam keadaan sulit.	TS	SS	HS	S	SgtS
Q39	Saya sentiasa mengkaji sesuatu masalah terlebih dahulu secara teliti untuk mencari jalan penyelesaian yang terbaik di masalah itu.	TS	SS	HS	S	SgtS
Q40	Saya peka terhadap perasaan orang lain	TS	SS	HS	S	SgtS
Q41	Saya menghargai pandangan dan perasaan orang lain.	TS	SS	HS	S	SgtS
Q42	Saya tahu bagaimana menggunakan kemampuan dan potensi diri untuk berhasil.	TS	SS	HS	S	SgtS
Q43	Saya bisa mengungkapkan hasrat, keinginan dan pandangan saya terhadap sesuatu yang saya kehendaki dan tidak saya kehendaki.	TS	SS	HS	S	SgtS
Q44	Saya dapat mengontrol diri dalam keadaan dan situasi apapun.	TS	SS	HS	S	SgtS
Q45	Apabila menghadapi kesulitan, saya menerima nasihat dan bantuan dari orang lain tentang apa yang seharusnya saya lakukan.	TS	SS	HS	S	SgtS
Q46	Saya menyayangi orang lain seperti saya menyayangi diri saya sendiri.	TS	SS	HS	S	SgtS

USM Emotional Quotient

Inventory (USMEQ-i)

Malaysian Version

Pilih jawapan anda dengan berhati-hati dan yang paling benar/sesuai bagi diri anda. **Sila jawab semua pernyataan yang disediakan dengan membulat jawapan anda mengikut skala yang disediakan**. Tiada jawapan yang benar atau salah, oleh itu pilih jawapan yang paling tepat untuk anda dan bukan apa yang anda rasa kebanyakan orang lain akan jawab atau fikirkan. Anda dinasihatkan agar tidak mengambil masa yang terlalu lama untuk memberi jawapan kepada setiap pernyataan kerana barangkali jawapan anda yang spontan itu lebih tepat berbanding dengan jawapan yang mengambil masa lama.

Skala: - LTS = Tidak sama seperti saya

- **SS** = Sedikit sama seperti saya

- **HS** = Hampir sama seperti saya

- **S** = Sama seperti saya

- **SgtS** = Sangat sama seperti saya

Q1	Saya sering nasihat-menasihati di antara satu sama lain.	LTS	SS	HS	S	SgtS
Q2	Apabila mendapat kejayaan saya bersyukur	LTS	SS	HS	S	SgtS
Q3	Saya mudah mengakui kesalahan saya sekiranya saya memang bersalah.	LTS	SS	HS	S	SgtS

Q4	Apabila ditimpa masalah saya akan cuba melihat daripada sudut yang berbeza agar ia menjadi positif.	LTS	SS	HS	S	SgtS
Q5	Saya melaksanakan apa yang saya janjikan.	LTS	SS	HS	S	SgtS
Q6	Saya sentiasa berkeyakinan dalam melakukan tugasan harian.	LTS	SS	HS	S	SgtS
Q7	Saya mampu untuk membuat keputusan sendiri berdasarkan pemikiran yang rasional.	LTS	SS	HS	S	SgtS
Q8	Saya menggunakan bahasa yang baik ketika bercakap dengan ahli keluarga dan orang lain.	LTS	SS	HS	S	SgtS
Q9	Saya tidak suka membuat orang tertunggu-tunggu.	LTS	SS	HS	S	SgtS
Q10	Apabila mendapat musibah atau kegagalan saya bersabar.	LTS	SS	HS	S	SgtS
Q11	Saya boleh menumpukan perhatian terhadap apa sahaja yang saya lakukan walaupun saya merasa tertekan.	LTS	SS	HS	S	SgtS
Q12	Apabila ditimpa musibah, saya menerima hakikat bahawa ianya telah berlaku dan mencari langkah yang sesuai untuk mengatasinya.	LTS	SS	HS	S	SgtS
Q13	Saya sentiasa proaktif dalam menyelesaikan sesuatu tugasan.	LTS	SS	HS	S	SgtS
Q14	Saya mengetahui keupayaan dan potensi diri.	LTS	SS	HS	S	SgtS
Q15	Saya akan mengatakan pandangan dan kritikan dengan tujuan menolong dan menambahbaik situasi.	LTS	SS	HS	S	SgtS
Q16	Saya suka melibatkan diri secara aktif dalam sesuatu perbincangan	LTS	SS	HS	S	SgtS
Q17	Saya akan melakukan tanggungjawab saya walaupun orang lain tidak berbuat demikian.	LTS	SS	HS	S	SgtS
Q18	Saya sentiasa merasakan yang saya dapat menyelesaikan apa jua masalah dalam apa jua keadaan	LTS	SS	HS	S	SgtS
Q19	Kegagalan menjadikan saya lebih bersemangat untuk berjaya.	LTS	SS	HS	S	SgtS
Q20	Saya memikul sesuatu amanah dengan penuh tanggungjawab.	LTS	SS	HS	S	SgtS

Q21	Saya sentiasa jujur terhadap diri sendiri.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q22	Saya dapat memahami dan merasai perasaan orang lain seolah- seolah diri sendiri berada dalam situasi orang itu.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q23	Saya terdorong untuk mengkaji sesuatu perkara di atas dasar minat terhadap perkara itu.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q24	Saya sentiasa bermuhasabah diri dengan cara menghitung setiap amalan yang baik atau buruk yang telah saya lakukan untuk memperbaiki diri.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q25	Saya dapat mengawal emosi sedih atau marah walaupun saya mempunyai masalah.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q26	Apabila diberi tugasan, saya akan mendorong diri dan memikirkan cara-cara untuk melakukan yang terbaik.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q27	Sentiasa peka dengan perkara dan keadaan yang berlaku di sekeliling saya.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q28	Saya peka terhadap kehendak naluri dan emosi sendiri	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q29	Saya bergaul mesra dengan jiran tetangga.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q30	Matlamat saya mempelajari sesuatu perkara adalah untuk menambahkan pengetahuan dan mengamalkannya dalam kehidupan seharian.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q31	Saya mudah memberi kemaafan kepada mereka yang melakukan kesalahan terhadap saya.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q32	Dalam apa jua situasi, saya dapat tenangkan diri dan membuat keputusan terhadap sesuatu perkara.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q33	Apabila menghadapi tugas yang mencabar, saya akan menyelesaikannya dengan cara yang terbaik.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q34	Saya menghargai keupayaan diri sendiri.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q35	Saya menghormati orang lebih tua dan jiran.	**LTS**	**SS**	**HS**	**S**	**SgtS**
Q36	Saya memberikan kerjasama yang baik kepada aktiviti-aktiviti yang dijalankan oleh institusi atau masyarakat.	**LTS**	**SS**	**HS**	**S**	**SgtS**

Q37	Saya mencari maklumat untuk memahami sesuatu perkara atau mempelajari sesuatu.	LTS	SS	HS	S	SgtS
Q38	Saya menempuhi kehidupan seharian dengan tenang walaupun berada dalam kesusahan.	LTS	SS	HS	S	SgtS
Q39	Saya sentiasa mengkaji sesuatu masalah secara teliti terlebih dahulu untuk mencari jalan penyelesaian terbaik kepada masalah itu.	LTS	SS	HS	S	SgtS
Q40	Saya peka terhadap perasaan orang lain	LTS	SS	HS	S	SgtS
Q41	Saya menghargai pandangan dan perasaan orang lain.	LTS	SS	HS	S	SgtS
Q42	Saya tahu menggunakan keupayaan dan potensi saya untuk berjaya	LTS	SS	HS	S	SgtS
Q43	Saya boleh menyatakan hasrat, kehendak dan pandangan terhadap sesuatu yang dikehendaki atau tidak dikehendaki	LTS	SS	HS	S	SgtS
Q44	Saya dapat mengawal diri dalam apa jua keadaan dan situasi.	LTS	SS	HS	S	SgtS
Q45	Apabila menghadapi kesukaran saya mendapatkan nasihat dan bantuan daripada orang lain tentang apa yang seharusnya dilakukan.	LTS	SS	HS	S	SgtS
Q46	Saya mengasihii orang lain sebagaimana mengasihi diri sendiri.	LTS	SS	HS	S	SgtS

Yusoff, M. S. B., Rahim, F. A., & Esa, A. R. (2010). The USM Emotional Quotient Inventory (USMEQ-i) Manual. Kelantan, Malaysia: KKMED Publications.

USMEQ-i

English Version

Please use the rating scale below to describe how accurately each statement describes *you*. Please read each statement carefully, and then write your score by ticking ( ) on a response provided. There are no rights or wrongs answer, therefore please describe yourself as you generally are now, not as you wish to be in the future.

Don't take too long over your replies; your immediate reaction to each item will probably be more accurate than a long thought out response.

Scales:

0	=	not like me
1	=	a bit like me
2	=	quite like me
3	=	a lot like me
4	=	totally like me

Q1	I regularly advice my friends and myself	**0**	**1**	**2**	**3**	**4**
Q2	When I am successful I thank God	**0**	**1**	**2**	**3**	**4**
Q3	I apologies for the mistakes I made	**0**	**1**	**2**	**3**	**4**
Q4	When in trouble I look at the bright side of it	**0**	**1**	**2**	**3**	**4**
Q5	I keep my promise	**0**	**1**	**2**	**3**	**4**
Q6	I am always confident in doing my daily work	**0**	**1**	**2**	**3**	**4**

Scales:	0 = not like me	3 = a lot like me
	1 = a bit like me	4 = totally like me
	2 = quite like me	**Note: ticking (✓) on a response**

Q7	I can make my own decision rationally	**0**	**1**	**2**	**3**	**4**
Q8	I speak politely with my family members and others	**0**	**1**	**2**	**3**	**4**
Q9	I don't like to keep people waiting for me	**0**	**1**	**2**	**3**	**4**
Q10	When facing setback or failure I am patient	**0**	**1**	**2**	**3**	**4**
Q11	I can focus on what I do even I'm stressed	**0**	**1**	**2**	**3**	**4**
Q12	When I'm in trouble, I accept and try to find its solution	**0**	**1**	**2**	**3**	**4**
Q13	I am always proactive in completing a task	**0**	**1**	**2**	**3**	**4**
Q14	I know my ability and potential	**0**	**1**	**2**	**3**	**4**
Q15	I will give my opinion and criticize to improve a situation	**0**	**1**	**2**	**3**	**4**
Q16	I love to participate actively in a discussion	**0**	**1**	**2**	**3**	**4**
Q17	I will continue to carry out my responsibilities even other won't do it	**0**	**1**	**2**	**3**	**4**
Q18	I always feel that I can solve any problem regardless of the situations	**0**	**1**	**2**	**3**	**4**
Q19	Failure motivates me to be more successful	**0**	**1**	**2**	**3**	**4**
Q20	I carry out my duty whole heartedly	**0**	**1**	**2**	**3**	**4**
Q21	I am always honest to myself	**0**	**1**	**2**	**3**	**4**
Q22	I can understand and feel others feelings as if it were mine	**0**	**1**	**2**	**3**	**4**
Q23	I'm motivated to learn something because of I want to learn it	**0**	**1**	**2**	**3**	**4**

Scales:	0 = not like me	3 = a lot like me
	1 = a bit like me	4 = totally like me
	2 = quite like me	Note: ticking (✓) on a response

Q24	I always do self-reflection on what I did to improve myself	0	1	2	3	4
Q25	I can control my sadness or anger even when I'm in a problematic situation	0	1	2	3	4
Q26	When I'm assigned a task, I give my best	0	1	2	3	4
Q27	I am always sensitive to changes occuring around me	0	1	2	3	4
Q28	I am sensitive to my instinct and emotion	0	1	2	3	4
Q29	I minggle with my neighbours	0	1	2	3	4
Q30	The purpose of I'm learning something because I want to expand my knowledge and apply it in daily life	0	1	2	3	4
Q31	I easily forgive those who wronged me	0	1	2	3	4
Q32	In any situation, I can calm down myself and make rational decision to the situation	0	1	2	3	4
Q33	When I am facing a difficult task, I try solving it properly	0	1	2	3	4
Q34	I appreciate with what I already have	0	1	2	3	4
Q35	I respect elderly people and my neighbours	0	1	2	3	4
Q36	I am committed to activities planned by my institution or society	0	1	2	3	4
Q37	I search for relevant information to understand or learn things	0	1	2	3	4
Q38	I face daily life calmly even in difficulty	0	1	2	3	4

Scales:	0 = not like me	3 = a lot like me
	1 = a bit like me	4 = totally like me
	2 = quite like me	Note: ticking (✓) on a response

Q39	I always investigate problems arise thoroughly in order to solve them appropriately	0	1	2	3	4
Q40	I am sensitive to others feelings	0	1	2	3	4
Q41	I appreciate others opinions and feelings	0	1	2	3	4
Q42	I know how to use my ability and potential to attain success	0	1	2	3	4
Q43	I can express my intention, need and suggestion towards what I want and what I don't	0	1	2	3	4
Q44	I can control myself in any situation	0	1	2	3	4
Q45	When I face difficulties I try to get help and advice from others on what I should do next	0	1	2	3	4
Q46	I love others as I love myself	0	1	2	3	4

Reading Comprehension Section

Directions

In this section of the test, you will read seven texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the questions below.

Sample Text

> The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The pictures show the green hills next to the bridge and the blue water under it.

Sample Question 1

What is this text mostly about?

(A) Gray clouds (B)
San Francisco (C) A
famous bridge
(D) Taking photographs

The correct answer is C, "A famous bridge."

Sample Question 2

What color is the Golden Gate Bridge?

(A) Red
(B) Green
(C) Blue
(D) Gray

The correct answer is A, "Red."

Questions 1-5 are about the following note from a teacher.

Dear Cathy,

Thanks for volunteering to clean up the science laboratory this afternoon. Usually, when a student does <u>this</u> for the first time, I go to the lab to show him or her exactly what to do. However, today I have a teacher's staff meeting at 3:30, so I can't be there. Still, I'm sure everything will be fine, since you have worked in the lab many times. Here is what you should do:

1. Clean all the glass containers that were used in class today.
2. After washing the containers, place them upside down on a towel to dry.
3. Wipe down all the worktables with a wet cloth.
4. Put all the microscopes that have been left out back on the equipment shelf.
5. Sweep the floor.
6. Put the trash outside the door.
7. Turn off the lights and lock the door when you leave.

If you have any questions, please ask Ms. Edwards in the classroom next door. You can return the key to me tomorrow when we have class at 10:30. Thank you so much for your help!

— Mr. Marston

1. **In line 2 of the note, the word <u>this</u> refers to _____ .**

   (A) saying thank you

   (B) finishing homework

   (C) going to the science laboratory

   (D) cleaning the science laboratory

2. **Where will Mr. Marston probably be when Cathy cleans the lab?**

   (A) In the lab

   (B) In his office

   (C) At a meeting

   (D) In the classroom next door

3. **Where should Cathy put the glass containers?**

   (A) On a towel (B)

   Near the door (C)

   Next to the sink

   (D) On the equipment shelf

4. **What should Cathy do immediately after sweeping the floor?**

   (A) Lock the lab door

   (B) Put away any microscopes

   (C) Wipe down the worktables

   (D) Take the trash out of the lab

5. **When should Cathy give the key back to Mr. Marston?**

   (A) On her way home

   (B) In class the next day

   (C) Right after she cleans the lab

   (D) Before school begins the next morning

Questions 6-10 refer to the following letter in a school newspaper.

Line   This is my first year attending Wilson Middle School. Last year I went to a different middle school. Over the summer my father got a new job, so our whole family moved. Now I go to Wilson.

    I want to make some comments based on my unique <u>perspective</u> as someone who has
5   attended two different middle schools. For example, I was surprised by all the complaints that the students at Wilson make about the food in the cafeteria. Either they don't like it, or they want more choices. But I like the food. The dishes are pretty tasty. And as for choices, at the school I went to last year there were never more than two lunch options each day. Sometimes there was only <u>one</u>!

10   However, I don't want anyone to think that I have a negative opinion of the Wilson students. Actually, I have been impressed with how involved the students here are. I plan to participate in some of the special clubs here that are organized by students, like the photography club and the hiking club. At my last school, students were not as actively involved in forming clubs.

6. **Why is the author a student at Wilson Middle School?**

   (A) Because his family recently moved

   (B) Because his father is a teacher there

   (C) Because it is the best school in the area

   (D) Because he just completed primary school

7. **In line 4, the word <u>perspective</u> is closest in meaning to _____ .**

   (A) cause and effect

   (B) back and forth

   (C) out of date

   (D) point of view

8. **In line 9, the word <u>one</u> refers to _____ .**

   (A) day

   (B) school

   (C) option

   (D) cafeteria

9. **Why does the author like the food at Wilson Middle School?**

   (A) It tastes good.

   (B) It is very healthful.

   (C) The servings are large.

   (D) Students help to make it.

10. **What does the author imply about the students at his previous school compared to students at Wilson Middle School?**

   (A) They did better in their studies.

   (B) They planned fewer activities.

   (C) They belonged to sports clubs.

   (D) They gave him more help.

Questions 11-17 are about the following story.

Line   Cricket—how I <u>detested</u> this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.

5   Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!

     I can recall so clearly the sounds of the ball hitting the bat and the quick running feet. I *10* can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch it not with anger, but with <u>fond</u> memories of the endless days and nights spent playing the game.

11. **What title best summarizes the main idea of the passage?**

(A) Cricket: A Game for All Ages

(B) How I Learned to Love Cricket

(C) The Dangers of Playing Cricket

(D) Learning the Rules of a Difficult Game

12. **In line 1, the word _detested_ is closest in meaning to _____.**

(A) hated

(B) played

(C) wanted

(D) watched

13. **What best describes the author's attitude toward cricket when he was very young?**

(A) It was boring to watch.

(B) It was difficult to learn.

(C) It was fun to talk about.

(D) It was dangerous to play.

14. **According to the author, what was surprising about some of the cricket games he played?**

(A) They were played without bats.

(B) They were played on rooftops.

(C) No one cared who won them.

(D) No one got hurt playing them.

15. **The author describes memories of all of the following EXCEPT _____.**

(A) how the sun felt on his skin

(B) how the ball sounded hitting the bat

(C) how the sky turned from light to dark

(D) how the rules of the game caused arguments

16. **What change does the author describe?**

(A) He could not remember the rules of cricket at first, but then he decided it did not matter.

(B) He was afraid of getting hurt playing cricket at first, but then he stopped being afraid.

(C) He did not like cricket at first, but then he began to enjoy it.

(D) He liked playing cricket at first, but then he grew tired of it.

17. **In line 13, the word _fond_ is closest in meaning to _____.**

(A) old

(B) cruel

(C) happy

(D) interesting

Questions 18-23 are about the following story.

Line Edward rang the Millers' doorbell. Mr. and Mrs. Miller had moved into the neighborhood last month. They had a five-year-old son, and they had asked Edward to watch him that evening while they went out.

 "Hello, Edward," Mrs. Miller said as she opened the door.

5 Mr. Miller stood behind her with a boy at his side. "This is Lucas," Mr. Miller said. "Lucas, this is Edward. He will watch you tonight while Mom and I are out."

 The little boy waved shyly to Edward. The Millers asked Edward to <u>entertain</u> Lucas for an hour and then put him in bed.

 After Lucas's parents left, Edward went with the boy to his room. They played some

10 games and built a tower out of wooden blocks.

 "It's time for you to go to sleep now," Edward said. Lucas looked disappointed, but he changed into his pajamas and got into bed.

 "Will you read me a story?" he asked Edward.

 Edward took a picture book from the shelf and read it to Lucas. When he finished reading

15 the book to Lucas, he turned out the light and said good night. But as soon as Edward left the room, Lucas called out to him.

 "What's wrong?" Edward asked.

 "I'm afraid of the dark," Lucas explained.

 Edward turned on the small light by Lucas's bed. "Good night," Edward said again.

20 Five minutes later, Lucas cried out again.

 "What's wrong now?" Edward asked.

 "I thought I heard a sound," Lucas said. "I think there might be a monster under my bed."

 Edward explained that there was no monster under the bed, but Lucas was still afraid. Finally, Edward went to the kitchen and found a flashlight. He shined the flashlight under

25 Lucas's bed. "See?" he said. "No monster."

 "Will you stay with me in case <u>one</u> comes?" Lucas begged.

 Edward could see that the little boy was frightened. He agreed to sit in the chair by Lucas's bed, with the flashlight in his hand.

 Edward sat in the chair, waiting for Lucas to fall asleep. The dim light in the room and

30 the soft chair made Edward feel tired, too. He closed his eyes.

 The next thing he knew someone was shaking him gently. Edward opened his eyes and saw Mr. and Mrs. Miller.

 "We're home," Mrs. Miller whispered. "Thank you for taking care of Lucas. We had a wonderful evening."

35 Edward shook himself in amazement. Was the evening over already?

18. **Why did Edward go to the Millers' house?**

    (A) To borrow a flashlight

    (B) To take care of Lucas

    (C) To welcome the Millers to the neighborhood

    (D) To help the Millers move into their house

19. **In line 7, the word <u>entertain</u> is closest in meaning to _____.**

    (A) look for

    (B) cook for

    (C) play with

    (D) argue with

20. **What did Edward and Lucas do before Lucas went to bed?**

    (A) They built a tower of blocks.

    (B) They looked for a flashlight.

    (C) They put books on a shelf.

    (D) They drew pictures.

21. **In line 26, the word <u>one</u> refers to a _____.**

    (A) shelf

    (B) chair

    (C) monster

    (D) flashlight

22. **How did Lucas probably feel about going to bed?**

    (A) Disappointed and afraid

    (B) Angry and nervous

    (C) Relieved and tired

    (D) Sad and confused

23. **Why did Lucas keep calling out to Edward?**

    (A) He saw something under the bed.

    (B) He did not want to be left alone.

    (C) He could not reach the book on the shelf.

    (D) He forgot where the wooden blocks were.

Questions 24-31 are about the following newspaper article.

Line   Marina Hills High School is fighting
pollution in an unusual way. It's planting
trees!

    In an effort to fight pollution and help
5   the environment, the Marina Hills Ecology
Club offers free trees to institutions willing
to plant them on their grounds. Among
those that took advantage of the offer was
Marina Hills High School. After consulting
10   with his teachers on where to plant the
trees, Principal Max Webb contacted the
Ecology Club.

    But when the <u>seedlings</u> arrived, Webb
had an idea. Instead of planting the young
15   trees in front of the school, he thought it
would be better to put them behind the
school, where the sun gets very hot in the
afternoon.

    "It gets so hot inside the building that
20   the students start to sweat during their
afternoon classes," said Webb. "Now the
shade from our trees will bring <u>them</u> some
relief."

    "There was no argument from the
25   teachers," he added. "When I proposed
the idea, everyone said, 'Now why didn't
I think of that!'"

    The relief won't come until the trees
grow taller, but the school will not have to
30   wait long because it requested two species
of trees that grow quickly.

    "Time is key, and we wanted our trees
to get big fast," said Webb. "We were
given a wide choice, from shrubs to fruit
35   trees. We requested eucalyptus and willow
trees."

    Webb said he is also looking forward to
finally seeing some wildlife in the school
yard at Marina Hills High School.

40   "If all you have is a grass lawn with no
trees, you can't expect the local birds to
come and visit," said Webb. "They have
no place to make their nests. Now that will
change, and we'll be able to see birds from
45   our classroom windows."

24. **What would be the most appropriate headline for this article?**

    (A) Local School Gets Greener (B) Student Wins Science Award (C) Principal Discovers New Tree (D) Teacher Leads Ecological Club

25. **What problem does Principal Webb talk about?**

    (A) Pollution in the city

    (B) Classrooms that are too hot (C) Tall trees that block the view (D) Wild animals that destroy trees

26. **What did the Ecology Club do for Marina Hills High School?**

    (A) It helped design the school yard.

    (B) It put flowers in the classrooms.

    (C) It sold seeds to the school.

    (D) It provided free trees.

27. **In line 13, the word <u>seedlings</u> is closest in meaning to _____.**

    (A) bird nests

    (B) young trees

    (C) packages of seeds

    (D) members of a club

28. **What decision was changed?**

    (A) Which trees should be dug up

    (B) When the old trees should be cut down

    (C) Where the new trees should be planted

    (D) Which type of tree should be chosen

29. **In line 22, the word <u>them</u> refers to _____.**

    (A) trees

    (B) classes

    (C) students

    (D) teachers

30. **What can be inferred from the article about eucalyptus and willow trees?**

    (A) They grow quickly.

    (B) They become extremely tall.

    (C) They are less expensive than fruit trees.

    (D) They do not grow flowers in the springtime.

31. **What does Principal Webb imply about the local birds?**

    (A) They make their nests on the ground.

    (B) They are not often seen at the school.

    (C) There are fewer of them due to the pollution problem.

    (D) They fly into the classrooms when the windows are open.

Questions 32-42 are about the following passage.

Line   Being able to land safely is a critically important skill for all flying animals. Whereas terrestrial animals face no particular challenge when they need to stop running or crawling, flying animals move at much higher speeds, and they must be careful about how they land. Hitting the ground, or even water, at full flight speed would be quite dangerous. Before
5   touching down, they must decrease their speed in order to land safely. Both bats and birds have mastered the skill of landing, but these two types of flyers go about it quite differently.
      In the past it was believed that, in terms of flying mechanics, there was little difference between bats and birds. This belief was based only on assumption, however, because for years nobody had actually studied in graphic detail how bats move their wings. In recent
10   years, though, researchers have discovered a number of interesting facts about bat flight. Bats are built differently from birds, and their wings incorporate both their front and hind limbs. This makes coordinating their limbs more difficult for bats and, as a result, they are not very good at flying over longer distances. However, they are much better at maneuverability: a bat can quickly change its direction of flight or completely reverse it,
15   something a bird cannot easily do.
      Another interesting characteristic of bat flight is the way in which bats land—upside down! Unlike birds, which touch down on the ground or on tree branches, bats can be observed flying around and then suddenly hanging upside down from an object overhead. How do they do it? A group of researchers recently used video cameras to film bats landing
20   on nets suspended from the ceiling of their laboratory and studied the recordings in slow motion. They painted spots on the bats' wings to see in detail what happens to the wings in flight and during touchdown. It turns out that the bats flew in a straight line up to the net and then quickly flipped over and attached themselves to it upside down. One downside to this landing routine is that the bats often slam into their landing spot with some force,
25   which probably causes pain. However, not all bats hit their landing spots with the same speed and force; these will vary depending on the area where a bat species makes its home. For example, a cave bat, which regularly perches on a hard stone ceiling, is more careful about its landing preparation than a bat more accustomed to landing in leafy treetops.
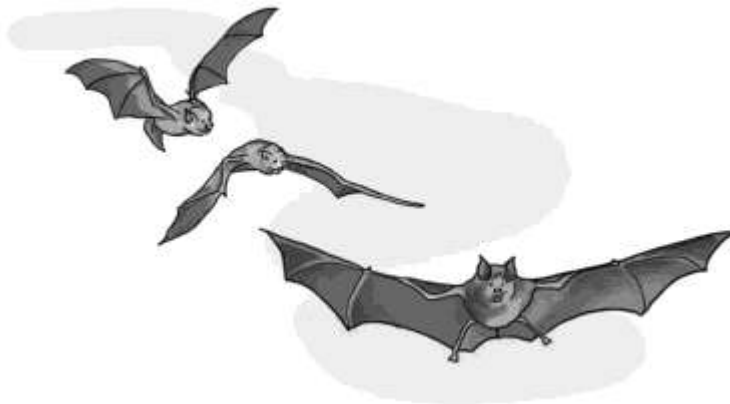
32. **What is the main topic of the passage?**

(A) Places where flying animals choose to land

(B) Why scientists have difficulty observing bats

(C) Differences in the eating habits of bats and birds

(D) Ways in which bats move differently from birds

33. **In line 2, the word terrestrial is closest in meaning to _____.**

(A) high-flying

(B) fast-moving

(C) tree-climbing

(D) ground-living

34. **According to the passage, what skill is crucial for flying animals?**

(A) Diving underwater

(B) Slowing down to land

(C) Flying over great distances

(D) Balancing on high branches

35. **Which of the following is a false assumption about bats that was recently corrected?**

(A) They cannot hear.

(B) They sleep upside down.

(C) They fly similarly to birds.

(D) They hide in tree branches.

36. **According to the passage, what is an advantage that bats have over birds?**

(A) Bats can land on a greater variety of surfaces.

(B) Bats can turn in the air more quickly.

(C) Bats can eat while flying.

(D) Bats are lighter.

37. **In line 11, the word incorporate is closest in meaning to _____.**

(A) add

(B) deliver

(C) include

(D) discover

38. **In line 14, the word it refers to _____.**

(A) bat

(B) bird

(C) direction

(D) maneuverability

39. **The researchers used all of the following to study bats EXCEPT _____.**

(A) nets

(B) paint

(C) cables

(D) cameras
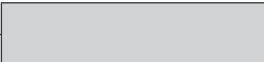
40. **In line 20, the word <u>suspended</u> is closest in meaning to _____.**

(A) hanging

(B) entering

(C) falling

(D) living

41. **In line 24, the word <u>slam</u> is closest in meaning to _____.**

(A) crash

(B) bring

(C) break

(D) change

42. **According to the passage, what helps determine a bat's landing speed?**

(A) What it eats

(B) How old it is

(C) How big it is

(D) Where it lives

STOp

- Use the answer key below to determine which questions you answered correctly and incorrectly.
- For the Listening Section, replay the CD while reading the script to help you recognize words you may not have understood correctly. The answer choices from the test have been reprinted with the script for questions 1-10. Refer back to the page number listed for questions 11-42.

Practice Test – Answer Key

Listening Comprehension Section

#	Ans	#	Ans
1.	A	22.	A
2.	D	23.	D
3.	D	24.	C
4.	B	25.	A
5.	B	26.	D
6.	A	27.	D
7.	B	28.	B
8.	C	29.	A
9.	B	30.	C
10.	A	31.	A
11.	C	32.	C
12.	A	33.	B
13.	B	34.	A
14.	C	35.	B
15.	C	36.	D
16.	A	37.	B
17.	D	38.	C
18.	A	39.	B
19.	B	40.	D
20.	B	41.	A
21.	C	42.	C

Language Form and Meaning Section

#	Ans	#	Ans
1.	B	22.	D
2.	C	23.	A
3.	D	24.	B
4.	A	25.	D
5.	B	26.	A
6.	D	27.	D
7.	C	28.	C
8.	D	29.	B
9.	B	30.	B
10.	D	31.	A
11.	B	32.	C
12.	A	33.	B
13.	D	34.	D
14.	D	35.	C
15.	B	36.	B
16.	A	37.	C
17.	D	38.	A
18.	B	39.	B
19.	C	40.	B
20.	A	41.	D
21.	B	42.	D

Reading Comprehension Section

#	Ans	#	Ans
1.	D	22.	A
2.	C	23.	B
3.	A	24.	A
4.	D	25.	B
5.	B	26.	D
6.	A	27.	B
7.	D	28.	C
8.	C	29.	C
9.	A	30.	A
10.	B	31.	B
11.	B	32.	D
12.	A	33.	D
13.	A	34.	B
14.	B	35.	C
15.	D	36.	B
16.	C	37.	C
17.	C	38.	C
18.	B	39.	C
19.	C	40.	A
20.	A	41.	A
21.	C	42.	D

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ANSWER SHEET

Name :.................................   **Class :.................................**

No.					No.				
1.	A	B	C	D	22.	A	B	C	D
2.	A	B	C	D	23.	A	B	C	D
3.	A	B	C	D	24.	A	B	C	D
4.	A	B	C	D	25.	A	B	C	D
5.	A	B	C	D	26.	A	B	C	D
6.	A	B	C	D	27.	A	B	C	D
7.	A	B	C	D	28.	A	B	C	D
8.	A	B	C	D	29.	A	B	C	D
9.	A	B	C	D	30.	A	B	C	D
10.	A	B	C	D	31.	A	B	C	D
11.	A	B	C	D	32.	A	B	C	D
12.	A	B	C	D	33.	A	B	C	D
13.	A	B	C	D	34.	A	B	C	D
14.	A	B	C	D	35.	A	B	C	D
15.	A	B	C	D	36.	A	B	C	D
16.	A	B	C	D	37.	A	B	C	D
17.	A	B	C	D	38.	A	B	C	D
18.	A	B	C	D	39.	A	B	C	D
19.	A	B	C	D	40.	A	B	C	D
20.	A	B	C	D	41.	A	B	C	D
21.	A	B	C	D	42.	A	B	C	D

The Result Of USMEQ-i Science Class

No	Students	I	II	III	IV	V	VI	VII	H	EI Score	Category
1	L S R	1.00	1.88	1.20	1.80	1.75	3.00	1.75	1.57	1.67	Average
2	P Y W	3.00	3.25	2.40	3.20	3.00	3.25	2.75	2.57	3.00	High
3	R A N	2.78	2.63	3.00	2.40	3.00	2.00	3.00	2.71	2.69	Average
4	S M L T	2.67	2.38	2.00	3.00	2.25	2.75	2.75	2.29	2.54	Average
5	M I A	3.11	3.13	3.00	3.40	3.25	2.75	3.50	2.86	3.15	High
6	A H H	2.22	2.50	2.60	2.80	2.50	2.50	3.00	2.43	2.54	Average
7	R M	2.22	2.50	1.80	3.00	2.25	2.25	2.75	2.29	2.38	Average
8	T A	2.44	2.63	2.20	2.80	2.25	2.25	2.75	2.14	2.49	Average
9	D I A	2.33	3.25	2.20	2.80	1.75	3.25	3.25	2.14	2.69	Average
10	T S	1.00	1.75	2.00	2.60	1.50	1.75	1.50	2.00	1.67	Average
11	A ERT	2.44	3.38	2.40	3.60	3.00	2.75	3.00	2.43	2.92	High
12	F H	1.78	1.50	1.40	1.20	1.75	2.75	2.50	1.86	1.77	Average
13	N H	1.89	2.88	2.80	2.80	1.75	2.25	3.00	2.14	2.46	Average
14	N I S	1.78	2.75	2.80	2.20	2.5	2.00	2.75	2.00	2.36	Average
15	N F	1.00	2.75	2.40	3.40	2.00	3.25	2.25	2.86	2.31	Average
16	S A	0.78	2.50	1.00	2.60	2.25	2.25	2.00	1.71	1.82	Average
17	F M N	1.78	3.00	2.40	3.00	2.00	2.25	3.50	2.14	2.51	Average
18	M R H	2.56	3.00	3.40	2.20	2.50	2.50	2.75	2.57	2.72	Average
19	A T	2.11	2.88	2.20	3.00	2.50	1.75	2.75	2.14	2.46	Average
20	V M P	2.56	2.88	1.20	2.80	2.25	2.75	2.75	2.43	2.49	Average
21	W	3.00	2.88	3.00	3.40	3.00	3.50	4.00	2.29	3.18	High
22	D A	2.67	3.00	2.00	2.80	2.25	3.00	2.50	2.43	2.64	Average

		I	II	III	IV	V	VI	VII	H		
23	M	2.22	3.00	3.00	2.80	3.00	2.75	3.25	2.71	2.79	Average
24	M N	2.33	2.63	2.20	3.20	2.50	3.00	3.00	2.71	2.64	Average
25	S D	2.44	3.00	3.40	2.80	2.75	2.00	3.50	2.43	2.82	High
26	W F	2.56	2.88	2.60	3.60	3.00	3.50	4.00	2.29	3.05	High
27	N T T	2.11	2.88	3.00	3.60	3.25	2.00	3.75	2.29	2.85	High
28	R A	2.89	3.13	3.40	3.60	3.25	3.00	3.75	2.29	3.23	High
29	FEN I	2.11	3.25	3.00	3.60	3.00	3.00	2.75	2.57	2.90	High
30	D S	1.78	2.88	2.80	3.40	2.75	3.00	3.75	2.00	2.77	Average
31	FER I	2.11	1.63	2.60	2.60	3.00	2.75	3.00	2.71	2.38	Average
32	A ERW	2.89	3.13	3.20	3.20	3.75	3.25	3.25	2.71	3.18	High

I   =   Emotional Control

II   =   Emotional Maturity

III   =   Emotional Conscientiousness

IV   =   Emotional Awareness

V   =   Emotional Commitment

VI   =   Emotional Fortitude

VII   =   Emotional Expression

H   =   Faking Index

The Result Of USMEQ-i Social Class

No	Students	I	II	III	IV	V	VI	VII	H	EI Score	Category
1	V P	2.11	2.50	2.00	2.00	2.25	1.50	3.00	1.86	2.21	Average
2	M N	1.00	1.25	1.40	1.20	1.00	2.50	1.50	1.00	1.33	Average
3	E S	2.67	2.63	3.20	1.20	1.00	2.25	3.75	0.71	2.44	Average
4	H S	2.67	2.50	2.60	2.60	2.00	3.00	3.75	2.71	2.69	Average
5	M A	2.22	2.25	2.00	2.40	1.50	2.25	2.50	1.86	2.18	Average
6	S AM	2.56	2.63	2.40	3.00	3.00	2.50	3.25	2.29	2.72	Average
7	P	2.67	2.63	2.80	2.80	2.50	2.50	3.00	2.43	2.69	Average
8	H W	2.56	2.50	3.00	3.00	3.75	3.25	3.75	2.43	2.98	High
9	T H W	2.56	2.63	2.40	3.00	3.00	2.50	3.25	2.29	2.72	Average
10	A W	2.67	3.00	2.80	3.20	2.00	2.75	2.25	2.71	2.72	Average
11	S A P	1.89	2.50	2.80	3.00	1.50	1.75	3.25	1.86	2.36	Average
12	J A	2.56	2.50	2.40	3.40	2.25	3.50	3.50	2.86	2.79	Average
13	R RMD	2.56	2.88	2.20	3.20	2.00	2.00	3.75	2.43	2.67	Average
14	N K	2.67	2.75	3.00	3.20	2.75	2.75	3.25	2.14	2.87	High
15	B R A	2.33	2.75	2.80	3.80	2.50	3.25	3.50	2.43	2.90	High
16	A A	1.67	1.88	2.20	2.40	2.50	2.75	3.50	1.43	2.25	Average
17	A A.S	2.67	2.75	2.80	3.40	2.75	2.75	3.50	2.57	2.90	High
18	M	2.22	2.38	2.40	3.00	3.00	2.50	3.25	2.71	2.60	Average
19	R W	2.56	2.25	2.20	2.80	2.00	3.00	3.25	2.57	2.54	Average
20	D E U	2.38	3.00	3.00	3.25	3.25	3.50	2.43	2.38	2.87	High
21	S AI	2.22	2.38	2.80	3.00	3.50	3.00	3.50	2.00	2.76	Average

I = Emotional Control

II = Emotional Maturity

III = Emotional Conscientiousness

IV = Emotional Awareness

V = Emotional Commitment

VI = Emotional Fortitude

VII = Emotional Expression

H = Faking Index

The Result of TOEFL Junior Reading Section of Science Class

No	Students	1	2	3	4	5	6	7	8	9	#	#	#	#	#	#	16	17	18	19	20	21	#	#	#	25	26	#	#	29	30	#	#	#	#	#	#	#	#	#	40	#	#	Total	Score	Category
1	L S R	1	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	0	1	0	1	0	1	1	0	0	1	0	0	1	0	1	1	1	0	0	0	0	0	1	0	0	17	40	Very Poor
2	P Y W	0	1	1	1	1	0	1	0	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	1	0	0	1	0	0	1	1	0	1	0	1	0	1	0	1	1	0	1	24	57	Fair
3	R A N	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	1	25	60	Fair
4	S M L T	1	0	1	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	1	0	1	0	19	45	Poor
5	M I A	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	1	0	0	28	67	Fair
6	A H H	1	0	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	0	1	0	0	20	48	Poor
7	R M	0	1	1	1	0	0	1	0	1	0	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	1	0	1	0	1	19	45	Poor
8	T A	1	0	0	1	0	0	1	0	1	0	1	1	0	0	0	0	1	1	1	0	1	0	1	0	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	17	40	Poor
9	D I A	0	1	0	0	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	1	0	1	0	1	1	20	48	Poor
10	T S	1	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0	15	36	Very Poor
11	A ERT	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	26	62	Fair
12	F H	1	1	0	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	15	36	Very Poor
13	N H	1	0	0	1	0	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0	0	0	0	1	0	0	0	19	45	Poor
14	N I S	0	1	1	0	1	0	1	1	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	0	0	0	1	0	0	17	40	Very Poor
15	N F	0	1	1	0	0	0	1	1	1	0	1	1	0	0	0	0	1	1	0	0	1	0	1	0	0	0	1	0	0	1	0	1	1	0	1	0	1	0	1	0	1	1	20	48	Poor
16	S A	0	1	0	1	0	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	14	33	Very Poor
17	F M N	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	1	1	0	1	0	1	0	0	1	21	50	Poor
18	M R H	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	19	45	Poor
19	A T	0	1	0	1	1	0	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	20	48	Poor
20	V M P	0	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	1	0	0	19	45	Poor
21	W	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0	0	18	43	Poor
22	D A	1	0	0	1	1	1	0	1	1	0	0	0	1	1	0	1	0	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	0	0	1	0	0	1	1	0	1	0	22	52	Poor
23	M	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	1	1	0	0	1	0	1	1	1	0	1	0	0	1	0	1	1	0	0	0	24	57	Fair
24	M N	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	0	1	1	1	0	0	1	1	0	1	0	0	0	1	0	1	1	0	0	1	1	1	0	0	0	21	50	Poor
25	S D	0	1	1	0	1	0	1	1	0	0	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	0	0	1	1	0	1	0	1	24	57	Fair
26	W F	1	1	1	1	0	1	0	1	1	0	1	0	0	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	27	64	Fair
27	N T T	1	1	1	0	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	23	55	Poor
28	R A	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	0	1	21	50	Poor
29	FEN I	0	1	1	1	0	0	1	1	1	0	1	1	0	1	0	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	1	1	23	55	Poor
30	D S	1	0	1	1	1	0	1	1	1	0	1	0	0	0	0	1	1	1	0	0	1	1	0	1	0	0	0	1	1	1	0	1	0	1	0	0	1	0	0	1	1	0	22	52	Poor
31	FER I	1	1	0	1	0	0	1	0	1	0	0	1	0	0	0	1	1	1	0	0	0	1	0	1	0	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	1	0	19	45	Poor
32	A ERW	1	0	1	1	1	1	0	1	0	0	1	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	1	1	1	0	0	1	0	1	0	1	0	0	0	1	0	1	20	48	Poor

The Result of TOEFL Junior Reading Section of Social Class

No	Students	1	2	3	4	5	6	7	8	9	#	#	#	#	#	#	16	17	18	19	20	21	#	#	#	25	26	#	#	29	30	#	#	#	#	#	#	#	#	#	40	#	#	Total	Score	Category
1	V P	1	0	0	1	1	0	0	1	1	1	0	1	1	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	15	36	Very Poor
2	M N	1	0	0	0	1	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	13	31	Very Poor
3	E S	0	0	0	1	1	1	0	1	1	0	1	0	0	1	1	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	1	0	1	0	1	19	45	Poor
4	H S	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	1	0	1	1	0	20	48	Poor
5	M A	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	1	1	0	1	0	0	0	0	0	1	1	0	0	0	1	0	0	0	13	31	Very Poor
6	S AM	0	1	0	1	1	0	0	1	1	0	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0	1	22	52	Poor
7	P	1	1	0	0	1	1	0	1	1	1	0	1	1	0	0	0	1	0	1	1	1	0	0	1	0	1	0	1	0	0	0	0	1	1	1	0	1	0	1	21	50	Poor	
8	H W	1	1	0	1	1	1	1	0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	22	52	Poor
9	T H W	1	1	0	1	1	1	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	0	1	0	1	0	23	55	Poor
10	A W	1	0	0	0	1	1	0	1	0	0	0	1	0	1	1	1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	17	40	Very Poor
11	S A P	0	1	0	1	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	0	0	1	0	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	23	55	Poor
12	J A	0	1	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	15	36	Very Poor
13	R RMD	1	1	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	1	0	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	1	19	45	Poor
14	N K	1	0	1	0	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	1	0	18	43	Poor
15	B R A	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0	23	55	Poor	
16	A A	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	1	1	1	0	0	0	1	0	1	0	1	0	0	1	0	0	19	45	Poor
17	A A.S	0	1	1	1	0	1	0	1	1	0	1	1	0	0	0	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	0	1	22	52	Poor
18	M	1	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	1	0	0	0	1	0	0	1	1	1	23	55	Poor
19	R W	0	0	1	1	0	1	0	1	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	0	1	1	0	0	0	1	18	43	Poor
20	D E U	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	17	40	Very Poor
21	S AI	0	1	1	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	20	48	Poor

Emotional Intelligence

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean
USMEQ-i	53	1.90	1.33	3.23	137.26	2.5898
Valid N (listwise)	53					

TOEFL Junior Reading Comprehension Section

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean
TOEFL Junior	53	36	31	67	2523	47,60
Valid N (listwise)	53					

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		USMEQ-i	TOEFL Junior
N		53	53
Normal Parameters[a,b]	Mean	2.5898	47,60
	Std. Deviation	.39765	8,130
Most Extreme Differences	Absolute	,116	,091
	Positive	,071	,078
	Negative	-,116	-,091
Test Statistic		,116	,091
Asymp. Sig. (2-tailed)		,071[c]	,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
TOEFL Junior * USMEQ-i	53	100,0%	0	0,0%	53	100,0%

Report

TOEFL Junior

USMEQ-i	Mean	N	Std. Deviation
1.33	31,00	1	.
1.67	38,00	2	2,828
1.77	36,00	1	.
1.82	33,00	1	.
2.18	31,00	1	.
2.21	36,00	1	.
2.25	45,00	1	.
2.31	48,00	1	.
2.36	47,50	2	10,607
2.38	45,00	2	,000
2.44	45,00	1	.
2.46	46,50	2	2,121
2.49	42,50	2	3,536
2.51	50,00	1	.
2.54	45,33	3	2,517
2.60	55,00	1	.
2.64	51,00	2	1,414
2.67	45,00	1	.
2.69	51,50	4	5,745
2.72	48,00	4	6,782
2.76	48,00	1	.
2.77	52,00	1	.
2.79	46,50	2	14,849
2.82	57,00	1	.

2.85	55,00	1	.
2.87	41,50	2	2,121
2.90	54,00	3	1,732
2.92	62,00	1	.
2.98	52,00	1	.
3.00	57,00	1	.
3.05	64,00	1	.
3.15	67,00	1	.
3.18	45,50	2	3,536
3.23	50,00	1	.
Total	47,60	53	8,130

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
TOEFL Junior * USMEQ-i	Between Groups	(Combined)	2804,013	33	84,970	2,552	,017
		Linearity	1501,314	1	1501,314	45,087	,000
		Deviation from Linearity	1302,699	32	40,709	1,223	,328
	Within Groups		632,667	19	33,298		
	Total		3436,679	52			

Measures of Association

	R	R Squared	Eta	Eta Squared
TOEFL Junior * USMEQ-i	,661	,437	,903	,816

Correlations

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

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

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	USMEQ-i[b]	.	Enter

a. Dependent Variable: TOEFL Junior

b. All requested variables entered.

Model Summary[b]

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

a. Predictors: (Constant), USMEQ-i

b. Dependent Variable: TOEFL Junior

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1501,314	1	1501,314	39,562	,000[b]
	Residual	1935,365	51	37,948		
	Total	3436,679	52			

a. Dependent Variable: TOEFL Junior

b. Predictors: (Constant), USMEQ-i

Coefficients[a]

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

a. Dependent Variable: TOEFL Junior

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	30,58	56,25	47,60	5,373	53
Residual	-14,309	11,827	,000	6,101	53
Std. Predicted Value	-3,168	1,610	,000	1,000	53
Std. Residual	-2,323	1,920	,000	,990	53

a. Dependent Variable: TOEFL Junior

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik"   a: dapat digunakan tanpa revisi

2 = berarti "cukup baik"   b: dapat digunakan dengan sedikit revisi

3 = berarti "baik"   c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik"   d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk tes dinyatakan jelas				√
	2. Kriteria skor dinyatakan jelas				√
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas				√
III.	**Aspek Bahasa**				
	1. Rumusan pernyataan komunikatif				√
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar			√	
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			√	
IV	Penilaian validasi umum	A	(B)	c	d

Kesimpulan:

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Palembang,   2016

Validator I

Manalullaili, M.Ed

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik"   a: dapat digunakan tanpa revisi

2 = berarti "cukup baik"   b: dapat digunakan dengan sedikit revisi

3 = berarti "baik"   c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik"   d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk tes dinyatakan jelas				✓
	2. Kriteria skor dinyatakan jelas			✓	
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	
III.	**Aspek Bahasa**				
	1. Rumusan pernyataan komunikatif				✓
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar			✓	
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	**Penilaian validasi umum**	a	(b)	c	d

Kesimpulan:

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Palembang, 16-9 – 2016
Validator

AISYAH SHAHAB, M.Pd.

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik"	a: dapat digunakan tanpa revisi
2 = berarti "cukup baik"	b: dapat digunakan dengan sedikit revisi
3 = berarti "baik"	c: dapat digunakan dengan banyak revisi
4 = berarti "sangat baik"	d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk tes dinyatakan jelas			✓	
	2. Kriteria skor dinyatakan jelas			✓	
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	
III.	**Aspek Bahasa**			✓	
	1. Rumusan pernyataan komunikatif			✓	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar			✓	
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	**Penilaian validasi umum**	A	B	c	d

Kesimpulan:

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Palembang,   2016

Validator II

Beni Wijaya, M.Pd