

**THE CORRELATION BETWEEN CRITICAL THINKING DISPOSITION,
EMOTIONAL INTELLIGENCE, AND READING COMPREHENSION
ACHIEVEMENT AMONG MALE AND FEMALE LEARNERS OF MAN 2**

KOTA KEDIRI

THESIS

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DECLARATION OF AUTHENTICITY

APPROVAL PAGE

This is to certify the thesis of Alfin Zalicha Hilmi has been approved by the thesis advisors for further approval by board examiner.

The Correlation between Critical Thinking Disposition, Emotional Intelligence,
and Reading Comprehension Achievement among Male and Female Learners of
MAN 2 Kota Kediri

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RATIFICATION SHEET

NOTA KONSULTAN

NOTA PEMBIMBING

MOTTO

A positive mind will give you a positive life.

DEDICATION

With all of my gratitude, I dedicate this thesis to:

Allah SWT the lord of this beautiful universe, the Best creator ever who has given me blessing, mercy and patience in finishing this thesis.

My dearest and beloved parents Ali Machfud and Khusnatul Ismi who have given me 24/7 support, motivation, love, and caring.

Thank You

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Kediri
The writer

ABSTRACT

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Keywords: *critical thinking disposition, emotional intelligence, gender, reading comprehension achievement.*

This study aimed at examining the correlation between critical thinking disposition, emotional intelligence, and reading comprehension achievement among male and female learners of MAN 2 Kota Kediri. Moreover, this study also investigated the significant difference between male and female learners regarding to their critical thinking disposition, emotional intelligence, and reading comprehension achievement. This study used correlational research design and causal comparative design.

In collecting the data, the researcher employed two questionnaires and took a reading scores from internship teacher in MAN 2 Kota Kediri who has conducted a reading test using TOEFL Junior by ETS. The first questionnaire was critical thinking disposition questionnaire which was adapted from EMI by Ricketts (2003) and CTD developed scale. The second questionnaire was Quick Emotional Intelligence Self-Assessment which was adopted from San Diego city college MESA Program. The participants of this study were 174 eleventh grade students in 2018/2019 academic year of MAN 2 Kota Kediri, consisted of 50 male students and 124 female students.

There are five results that were revealed in this study. The first result indicates that there is a significant correlation between students' critical thinking disposition and emotional intelligence (sig. value= .000, $r = .481$). Secondly, there is a very weak negative correlation between students' critical thinking disposition and their reading comprehension achievement (sig. value = .311, $r = -.054$). Furthermore, although there is no significant correlation between students' emotional intelligence and their reading comprehension achievement, a very weak negative correlation between these variables is found (sig. value= .395, $r = -.045$). The next result shows that both students' critical thinking disposition and emotional intelligence do not have multiple significant correlation with reading comprehension achievement (sig. f change = .701, $R = .064$). Lastly, it indicates that there is no significant difference between male and female students regarding to their critical thinking disposition ($t = .080$, $df = 172$) and emotional intelligence ($t = .0918$, $df = 172$). On the contrary, there is a significant difference between

male and female students regarding to their reading comprehension achievement ($t= 1.974$, $df= 172$). Most of the findings accepted the Null Hypothesis. It can be caused by the students' seriousness in completing the instruments. The students might be not really serious in completing the questionnaires and reading test. Moreover, MAN 2 Kota Kediri is one of the best state school in Kediri. Automatically, the students' achievements at school are almost in the same range.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objectives of the study, significances of the study, scope and limitation, hypothesis, and definition of key terms.

A. Background of the Study

Reading is one of activities that cannot be separated from human life. Every day, people must read something. Even it is a picture, symbol, number, or a text. Furthermore, students at school, someone who is learning, cannot avoid to do not read in teaching learning process. As they must read the materials, presentation, graph, symbols and another media used in teaching learning process. According to Kabilan, et al., (2010, 128), reading is a dynamic, cognitive and interactive process. Reading is not merely a process of decoding of codes in printed form but a process of creating meaning as well. It is an easy task for human, but sometimes, it becomes harder when the meaning of a text, symbol, or pictures are implicit. As a consequence, the ability to comprehend a codes is needed.

At school, reading is a very essential skill that must be mastered by students. Through reading, students can learn many things, many subjects, and give them pleasure. It plays an important part in developing students' knowledge. According to Devito (2014), reading promotes students to encourage their vital language skills, to enrich their knowledge, and to provide them a pleasure. Reading also helps students to find new

vocabulary in real context. Furthermore, a good reading text may help student to make a good writing product. There are many factors that influence students' reading comprehension achievement, such as anxiety, self-efficacy, prior knowledge, intelligence quotient, strategies, learning style, and many others.

One of recent phenomenon in education nowadays is the raising of the expectation. Students are asked to gain some new challenging goals and do more activities than before. When reflect to the condition in this era, the students are expected to do more than their age. For instance, kindergarten students should be able to read and count numbers, although, in that age, they have to build their social awareness by playing with their friends. Another example is the students in this era should be able to master the technology besides learning about science, social, math, and other subjects. But all in all even though the world changed, the most important aim of education is still to grow up students who can adapt to different conditions, who can think in different, flexible and original ways (Gunes, et al., 2014, 449).

To achieve this raising expectation, there are two skills that must be covered up by students, those are critical thinking and problem solving, skills which are very important for human being in this era. By mastering those skills, students are expected to have ability to create information, to question, search and contribute information, to adopt and to apply their own thought. Accordingly, they can adapt to the condition of their

environment and follow the development of the world. Rather than to focus on critical thinking skills, the researcher is interested to study about the correlation between students' critical thinking disposition and reading comprehension achievement. Fascione (2000) stated that the critical thinking disposition is continuous internal motivation in applying critical thinking in daily life. Another reason why the researcher promote this topic into the paper is there have been many studies promoting the critical thinking skills than the disposition. The researcher wants to know more about the disposition and wants to contribute in the field of critical thinking disposition.

Another phenomenon in recent months based on the researcher observation is the lack of real socialization with others. Many people tend to play their smartphones than discussing something in the real life. Some students prefer to play on their social media than do a productive activity. As a result, some of them became more introverts day by day. And this thing brings the researcher to question about their emotional intelligence. Someone who has a good emotional intelligence tend to be a sociable and more confident person. Moreover, they can manage their emotion and control their life. This great attitude of human life brings the researcher to correlate between it and one of cognitive skills, namely reading.

In line with the critical thinking disposition, the emotional intelligence is also an attitude toward life. Bar-On (2004) defined emotional intelligence as an array of no cognitive capabilities,

competencies, and skills that influence one's ability to succeed in the coping with environmental demands and pressures. Furthermore, the issue of emotional intelligence is connected to the intellectual growth in education in recent years. Salvo and Mayer (1990, as cited by Motallebzadeh, 2009) defined EI as an ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. According to Mayer and Salovey (1997, as cited by Genc, et al, 2016), emotional intelligence includes parts as emotion and intelligence. Emotions refer to the feeling-reactions a person has, often in response to a real or imagined relationship. For example, if people have a new friend that match literally with them, the people is likely to feel happy. Intelligence, on the contrary, refers to the ability to reason validly with or about something. For example, one reasons with language in the case of verbal intelligence, or reasons about how objects fit together in the case of spatial intelligence.

As the researcher wants to know the rare promoted topic that might influence reading comprehension, the researcher promote those phenomena and would like to investigate the correlation between them. Therefore, this study aimed at investigating the significant correlation between critical thinking disposition, emotional intelligence, and reading comprehension achievement of eleventh grade students. The researcher also would like to compare the mean score between the male and female

learners in order to know the significant difference between those two groups.

B. Research Problems

Based on the explanation above, the following research problems are addressed:

1. Is there any significant correlation between critical thinking disposition and emotional intelligence of eleventh grade students of MAN 2 Kota Kediri?
2. Is there any significant correlation between critical thinking disposition and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri?
3. Is there any correlation between emotional intelligence and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri?
4. Is there any simultaneous correlation between critical thinking disposition, emotional intelligence, and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri?
5. Is there any significant differences between male and female students regarding to their critical thinking disposition, emotional intelligence, and reading comprehension achievement?

C. Objectives of the Study

From the research problems above, the objectives of the study are stated as the following:

1. The researcher wants to know the significant correlation between critical thinking disposition and emotional intelligence of eleventh grade students of MAN 2 Kota Kediri
2. The researcher wants to know the significant correlation between critical thinking disposition and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri
3. The researcher wants to know the significant correlation between emotional intelligence and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri
4. The researcher wants to know the simultaneous correlation between critical thinking disposition, emotional intelligence, and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri
5. The researcher wants to know the significant differences between male and female students regarding to their critical thinking disposition, emotional intelligence, and reading comprehension achievement

D. Significances of the Study

This research is expected to contribute as much as possible to foreign language learning, especially in reading classroom. Moreover, this research is expected to be useful for the following:

1. To the students

This study is very useful for English students, especially for foreign language students. The point that will be described in this study is about the correlation between students' critical thinking disposition, emotional intelligence, and reading comprehension achievement. Not only to know the correlation between them, the students may able to know the significant different between male and female learners regarding to the three variabels. Moreover, critical thinking is one of the skill that is emphasized to be mastered for students in 2013 curriculum in Indonesia.

2. To the teachers

Reading skill is one of skill that taught at school. Of course, studies about reading skill and other variables that affect student' achievement in reading will be very useful for the teacher. This study is about to know the correlation between students' critical thinking disposition, emotional intelligence, and reading comprehension achievement. So that this current study will provides representation about the correlation of those three variables. Hopefully, by knowing the correlation between them, the teacher are able to maximize the teaching and learning process at school.

3. To the further researchers

This study will be very useful for the further researchers who want to conduct a study in the same area. Moreover, this study may give some information needed about the correlation between students' critical

thinking disposition, emotional intelligence, and reading comprehension achievement.

E. Scope and Limitation

This research focuses on the correlation between critical thinking disposition, emotional intelligence, and reading comprehension achievements among male and female learners in Kediri. It also compares the significant differences between the male and the female students regarding to those three variables. In order to limit the participant, the researcher conducts this research in eleventh grade of State Islamic Senior High School 2.

Furthermore, this study concentrates on the critical thinking disposition theory by Fascione and emotional intelligence theory by Bar-On (2000) This research does not discuss the other kind of critical thinking and critical reading skills, example, the strategies, and the development. It also does not investigate the effect and the relationship between those three variables.

F. Hypothesis

The researcher sets up the hypothesis for this research. There are two kinds of hypothesis, they are H_0 (Null Hypothesis) and H_a (Alternative Hypothesis). Here are the description of the hypothesis:

1. The correlation between critical thinking disposition and emotional intelligence

Ho : There is no significant correlation between critical thinking disposition and emotional intelligence of eleventh grade students of MAN 2 Kota Kediri.

Ha : There is significant correlation between critical thinking disposition and emotional intelligence of eleventh grade students of MAN 2 Kota Kediri.

2. The correlation between critical thinking disposition and reading comprehension achievement

Ho : There is no significant correlation between critical thinking disposition and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri.

Ha : There is significant correlation between critical thinking disposition and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri.

3. The correlation between emotional intelligence and reading comprehension achievement

Ho : There is no significant correlation between emotional intelligence and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri.

Ha : There is significant correlation between emotional intelligence and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri.

4. The multiple correlation of critical thinking disposition, emotional intelligence, and reading comprehension achievement

Ho : There is no simultaneous correlation between critical thinking disposition, emotional intelligence, and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri.

Ha : There is simultaneous correlation between critical thinking disposition, emotional intelligence, and reading comprehension achievement of eleventh grade students of MAN 2 Kota Kediri.

5. The differences between male and female students

Ho : There is no significant differences between male and female students regarding to their critical thinking disposition, emotional intelligence, and reading comprehension achievement.

Ha : There is significant differences between male and female students regarding to their critical thinking disposition, emotional intelligence, and reading comprehension achievement.

G. Definition of Key Terms

1. Critical Thinking Dispositions

Fascione (1990) stated that critical thinking dispositions is the continuous internal motivation to act critically. It is absolutely different with critical thinking skills.

2. Emotional Intelligence

Bar-On (2004) defined emotional intelligence as an array of no cognitive capabilities, competencies, and skills that influence one's ability to succeed in the coping with environmental demands and pressures

3. Reading Comprehension

According to McLaughlin (2012, 432), reading comprehension is viewed as consuming, complex, and continuous construction of meaning of a written or spoken context through a reciprocal between the interpreter and the message in a particular communicative context.

4. Gender

Based on the Oxford Dictionary, gender is either the two sexes (male and female), usually refer to social and cultural differences instead of biological ones.

CHAPTER II

LITERATURE REVIEW

This chapter explains some theories about the variables in this study which are going to apply in conducting the research. It describes the concept of critical thinking skills and the disposition, emotional intelligence, reading comprehension, and gender. Furthermore, this chapter provides the previous studies related to the variables.

A. The Concept of Critical Thinking Skills and the Disposition

1. The definition of critical thinking skills

Critical thinking is an ability which is looked at and viewed in many different ways. Ricketts (2003, 16) expressed that critical thinking is not about being better than anyone else, it is neither problem solving nor higher order thinking (cognitive processing). They are totally different. Hedges (1991) distinguished between critical thinking and problem solving. According to Hedges (1991, as cited by Friedel et al., 2008, 73), problem solving is a linear process of solution finding and realization, while critical thinking is a numerous

set of abilities that allow the inquirer to properly assess each stage of the linear problem solving process. Ricketts (2013, 16) synthesized that cognitive processing does not necessarily include hierarchical or linear processing, it does entail activity at a particular level: knowledge, comprehension, application, analysis, synthesis, or evaluation. Moreover, Paul (1985, as cited by Friedel et al., 2008, 26) stated that critical thinking skill embraces using opinions, beliefs, and judgements to create the formation of a rational solution, while Bloom's cognitive processing is free of valuable judgement.

The numerous definitions of critical thinking has been explained by some experts. Critical thinking, according to Scriven and Paul as cited in Yousevi and Mohammedi (2016, 802) is an ability to carry out the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue, assumptions, concepts, empirical grounding; reasoning leading to conclusions, implications and consequences, objections from alternative viewpoints, and frame of reference. Freeley and Steinberg (2000, as cited by Alqatanani, 2017) stated that critical thinking is "the ability to analyze, criticize, and promote ideas; to make a reason deductively or inductively; and to get into realistic or reasonable conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. In short, critical thinking based on

them is the ability to carry out the information needed and to criticize based on the logical reason.

Norris and Ennis (1989, as cited by Ricketts, 2003, 18) simply defined critical thinking as the reasonable and reflective thinking that is focused on deciding what to believe or do. Critical thinking based on the consensus as explained in Fascione, P. A. (1990, 3) is the purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. From his works, that called as a Delphi Study, Fascione, P. A. (1990) provided a core constructs of critical thinking as a set of specific skills and critical thinking dispositions.

2. The Core Constructs of Critical Thinking (Critical Thinking Skills)

The core constructs of critical thinking that identified by the panel of experts as cited in Fascione, P. A. (1990) were Interpretation, Analysis, Evaluation, Inference, Explanation, and Self-regulation.

a. Interpretation

Interpretation is a skill to comprehend and express the meaning of a wide variety of issues. Interpretation includes the sub-skills of categorization, decoding significance, and clarifying meaning.

b. Analysis

Analysis is an ability to identify the intended and actual inferential relationships among many forms of representation such as reading text, intended to express belief, judgment, experiences, reasons, information, or opinions. Detecting arguments, and analyzing arguments are the sub-skills of analysis.

c. Evaluation

Evaluation is used to assess the credibility of statements or other representations and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation.

d. Inference

Inference is an ability to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences. Querying evidence, conjecturing alternatives, and drawing conclusions are the sub-skills of inference.

e. Explanation

Explanation is a skill to express and to present reasoning in terms of the conceptual, evidential, methodological, criteriological, and contextual considerations upon the basic

of the research; and to present one's reasoning in the form of reasonable arguments." The sub-skills of explanation are describing methods and results, justifying procedures, proposing and defending with good reasons one's causal and conceptual explanations of events or points of view, and presenting full and wellreasoned, arguments in the context of seeking the best understandings possible.

f. Self-regulation

self-regulation is a self-consciously to monitor one's cognitive activities through questioning, confirming, validating, or correcting either one's reasoning or one's results. The two subskills here are self-examination and self-correction.

3. The Disposition toward Critical Thinking

The concept of the critical thinking disposition started to be explained by some experts in the delphi study. They setted out the idea from a simple question regarding to critical thinking. The question is "What kind of person would be apt to use their critical thinking skills?". Some of them answered such a person having "a critical spirit". The critical spirit here does not mean that the person is always hypercritical to anything, otherwise, it means a probing

inquisitiveness, a keenness of mind, an enthusiastic dedication to reason, and eagerness for reliable information.

As a result of the question above, the next questions was addressed. Who is a person you would call as a strong critical thinker? To answer this question, the experts uses an analogy of an accomplished dancer who never dances. The dancer has a skill but does not use the skill. Time flies, and the skill grows weak because of lack of practice. We cannot call someone a strong critical thinker just because she or he has the cognitive skills. if they decided not to think, they let their thinking skills grow dull. From this simple analogy, it can be concluded that human beings are more than thinking machines. And this phenomenon leads to those all important attitudes which the experts called “dispositions.” The ideal critical thinker can be characterized not merely by her or his cognitive skills but also by how she or he approaches life and applying the skills.

In addition to a set of skills of critical thinking, the Delphi study identified a list of critical thinking dispositions that are needed for critical thinking. Fascione (1998, as cited by Ricketts, 2003, 24) elaborated the dispositions of critical thinking. They are as follows:

- a. inquisitiveness with regard to a wide range of issues,
- b. concern to become and remain well-informed,
- c. alertness to opportunities to use critical thinking,
- d. trust in the processes of reasoned inquiry,

- e. self-confidence in one's own abilities to reason,
- f. open-mindedness regarding divergent world views,
- g. flexibility in considering alternatives and opinions understanding of the opinions of other people,
- h. fair-mindedness in appraising reasoning,
- i. honesty in facing one's own biases, prejudices, stereotypes, or egocentric tendencies, prudence in suspending, making or altering judgments,
- j. willingness to reconsider and revise views where honest reflection suggests that change is warranted.

California Critical Thinking Disposition Inventory (CCTDI) has been standardized instrument used to measure the critical thinking dispositions. The scales are: TruthSeeking, Open-mindedness, Analyticity, Systematicity, Self-confidence, Inquisitiveness, and Maturity. This study adopted the developed instrument by Ricketts (2003) that measured those same approaches to life. The instrument contained three scales (Innovativeness, Maturity, and Engagement) that were developed using the fascione (1990) Delphi study as the theoretical basis. The description of the Ricketts's developed critical thinking dispositions scales are as follow:

- a. The Engagement disposition measured students' predisposition to looking for opportunities to use reasoning;

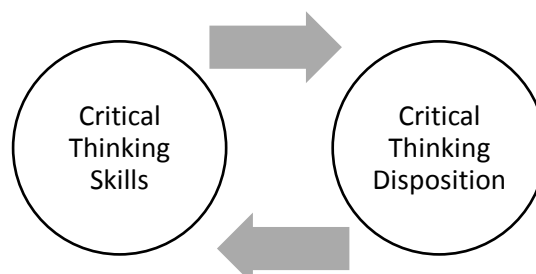
anticipating situations that require reasoning; and confidence in reasoning ability. (p. 24)

b. The Innovativeness disposition measured students' predisposition to be intellectually curious and wanting to know the truth. (p. 25)

c. The Cognitive Maturity (Maturity) disposition measured students' predisposition to being aware of the complexity of real problems; being open to other points of view; and being aware of their own and others biases and predispositions. (p. 25)

4. The Essential of Critical Thinking Skills and the Disposition

Critical thinking has often be taught as an essential thing in education. Fascione (1990) stated that critical thinking is essential tool of inquiry. He argued that critical thinking is a liberating force in education and a powerful resource in one's personal life. Moreover, critical thinking describes how people think systematically and solve the problems based on the informations. It has been widely accepted that critical thinking is an important and vital topic in modern education and many educators are interested in teaching critical thinking to their students (Schafersman, 1991, as cited by Zabıt et al.,



2018, 154). But then, without the disposition of the critical thinking skills, it would not happened. The experts of the Delphi Study examined the relationship between critical thinking skills and the disposition as the chart below:

Not only in education, critical thinking is also important to be taught in any situation. Zabit et al. (2018, 154) stated that In actual fact, the purpose of specifically teaching critical thinking in any other education disciplines is to improve the thinking skills of students and also to prepare them for the challenging world. It is not able to be denied that nowadays, students at school are only asked to learn all day without teaching them how to learn. According to Lochhead and Clement (1980, as cited by Zabit et al., 2018) we should be teaching students how to think, instead, we are teaching them what to think. Because the students who are taught how to learn will be able to face any problems and solve them by theirself. In contrast, the students who are taught what to learn are only able to solve a problem which is taught in class. As critical thinking does not expect students to answer the questions put in the class, but instead develops students' sound judgment for problem-solving, decision-making, and higher-order thinking (Case, 2002; Taylor & Patterson, 2000; Khatib & Alizadeh, 2012, 565)

B. Emotional Intelligence

1. The concept of Emotional Intelligence

The concept of Emotional Intelligence have known since 50 years ago. As cited in Motallebzadeh (2009), In 1948, emotional thought was considered to be apart of intelligence. No serious attempt was taken in this field until the mid-years of the 1980's, when Thorndike's view was born again in the works of Howard Gardner. Next, eight different types of intelligence was introduced by Gardner (1983), which one of them namely personal intelligence became the root of the development of Emotional Intelligence. Finally, in 1990, the complete model of Emotional Intelligence was introduced and defined by Mayer and Salovey based on Gardner's view on individual differences.

Bar-On (2004) defined emotional intelligence as an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in the coping with environmental demands and pressures. He beliefs that EI addresses the emotional, personal, social, and survival dimensions of intelligence. Salvoy and Mayer (1990, as cited by Motallebzadeh, 2009) defined EI as an ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. All in all, emotional intelligence is the ability to recognize emotions, understand what the emotions are telling, and realize how the

emotions affect people around. It also involves a perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

2. Models of Emotional Intelligence

Many competency models of emotional intelligence have been developed in recent years. One of them is the model developed by Goleman (1995). In this model, the general factor that applies in the four emotional intelligence styles are individual competencies and motivation. The four emotional intelligence styles are described in the following table:

Table 2.1

A Developed Model of Emotional Intelligence by Goleman (1995)

No	Elements	Definition
1	Self-Awareness	The ability to recognize and understand moods, emotions, drives, and their effect on others. People with high self-awareness know their strengths/weaknesses, do not let emotions get out of control, demonstrate a thirst for constructive criticism, and know when to ask for help.
2	Self-Management	The ability to control disruptive impulses and moods, to think before acting, and to create an environment of trust and fairness.
3	Social Awareness	The ability to understand the others' emotions, to treat people according to their emotional reactions, and to avoid stereotyping.
4	Relationship Management	The ability to manage proficient relationship and build excellent networks.

Almost the same, Bar-On (2000) developed an Emotional Quotient Inventory measuring five major scales and 15 subscales. The model of emotional intelligence is described in the table below:

Table 2.2

Emotional Quotient Inventory by Bar-On (2000)

No	Major Scales	Sub Scales
1	Intrapersonal	<ul style="list-style-type: none"> • Emotional self-awareness • Assertiveness • Self-regard • Self-actualization • Independence
2	Interpersonal	<ul style="list-style-type: none"> • Empathy • Interpersonal-relationship • Social responsibility
3	Adaptability	<ul style="list-style-type: none"> • Problem Solving • Reality testing • Flexibility
4	Stress management	<ul style="list-style-type: none"> • Stress tolerance • Impulse Control
5	General mood	<ul style="list-style-type: none"> • Happiness • Optimism

3. Emotional Intelligence in Language Learning

The study of EI in educational setting is relatively new and few studies have focused on the overall effects of emotional intelligence on second or foreign language learning. In a study conducted by Hasanzadeh and Shahmohamadi (2011), the results indicated no relationship between total emotional intelligence and

language achievement, but some of the main components of emotional intelligence, i.e. self-assertion, independence, and optimism have statistically meaningful relationship with language achievement. Karaman (2012) investigate the emotional intelligence and the performance on English language test of Turkish undergraduate students. He found no statistically significant relationship between the emotional intelligence and the performance on English language test of the Turkish undergraduate students.

C. Reading Comprehension

According to Carter (2002, 136), Reading comprehension refers to our ability to understand what you read, while the reader are reading you use all of our ability to understand what reader are reading as your eyes' movement, your brain, even your knowledge. According to Kabilan, et al., (2010, 128), reading is a dynamic, cognitive and interactive process. Reading is not merely a process of decoding of codes in printed form but a process of creating meaning as well. It is an easy task for human, but sometimes, it becomes harder when the meaning of a text, symbol, or pictures are implicit. As a consequence, the ability to comprehend a codes is needed. The goal of reading comprehension is to gain an overall understanding of what is described in the text.

Reading is a very essential skill that must be mastered by students. Through reading, students can learn many things, many subjects, and give them pleasure. It plays an important part in developing students'

knowledge. According to Devito (2014), reading promotes students to encourage their vital language skills, to enrich their knowledge, and to provide them a pleasure. Reading also helps students to find new vocabulary in real context.

D. Gender

According to Oxford Dictionary, Gender is either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. In education, gender is one of many factors affecting students' achievements in learning process. Most of findings of the studies have revealed that the different gender among the students contributed a significant different of students' achievements. Nourmuhammadi et al. (2012, as cited by Yousefi and Mohammadi, 2016, 803) revealed that male students outperformed female students regarding to the correlation between critical thinking skill and reading. Moreover, Ricketts (2003, 31) stated that gender is one of predictors of critical thinking skills or dispositions that has been appraised by all of the critical thinking studies.

E. Previous Studies

Some previous studies that related to the correlation between critical thinking disposition, emotional intelligence, and reading comprehension achievement have conducted by some researchers. Ghorbandordinejad and Nourizade (2014) examined the relationship between critical thinking disposition and English learning achievement

among Iranian high school third-grade EFL learners mediated by emotional intelligence. The results revealed a positive correlation between total critical thinking dispositions ($r=.506$, $p<.01$) and its subscales i.e., engagement($r=.33$), maturity($r=.47$), and innovativeness ($r=.44.6$) with English learning achievement.

Motallebzadeh (2009) studied about the relationship between the Emotional Intelligence of Iranian EFL learners and their reading comprehension and structural ability. There were 170 participants in this study. The results indicated that there was a strong relationship between emotional intelligence and EFL learners reading comprehension and structural ability. Ghabanchi and Rastegar (2014) conducted a study to determine the impact of both IQ and emotional intelligence on reading comprehension in Iran. A small but significant correlation was found between readingcomprehension scores and some emotional-intelligence subscales such as interpersonal abilities, intrapersonal abilities, and stress management.

AkbariLakeh et al (2018) investigated critical thinking and emotional intelligence skills and relationship with students' academic achievement in the last year of nursing in Zahedan University of Medical Sciences during 2016- 2017. Findings showed that there is significant relationship between critical thinking and emotional intelligence skills and academic success of senior nursing students in terms of marital status. In addition, findings indicated significant relationship between critical thinking