

## 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**

Second language proficiency, referring to the receptive and productive competences does not exist in isolation with pragmatic competence because it is indispensable with communicative text and activities. Many people believe that to be proficient in second language, an individual must be able to write and speak. Therefore, receptive skills are often viewed as secondary skills.<sup>1</sup>In fact, the receptive skill assessments can be used to assess their productive skills. The replies to reading skills indicate one's ability to write, whereas listening skills represent one's ability to speak.<sup>2</sup> According to Krashen & Masduqi, it is the basic of language in terms of pronunciation, grammar, and vocabulary and practically shown through productive skills. It proves that receptive skills are the foundation knowledge for productive skills.<sup>3</sup>

Receptive language affects the development of children in the domains of gross motor skills, communication skills, problem solving, fine motor skills, and social personal relationship.<sup>4</sup> According to Paul et al, the academic achievement, ability to communicate in social community, and cognitive development are also

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<sup>1</sup>Cristiane Ruzicki Corsetti, "Strategy-Based Listening and Pragmatic Comprehension," *BELT – Brazilian English Language Teaching Journal* 5, no. 1 (August 19, 2014): 4, <https://doi.org/10.15448/2178-3640.2014.1.18090>.

<sup>2</sup>M Sudaryanto, D Mardapi, and S Hadi, "Multimedia-Based Online Test on Indonesian Language Receptive Skills Development," *Journal of Physics: Conference Series* 1339 (December 2019): 10, <https://doi.org/10.1088/1742-6596/1339/1/012120>.

<sup>3</sup>Ahmad Qadi, "The Role of Facebook in Enhancement of Undergraduates' Receptive Skills at a Saudi University," *English Language Teaching* 14, no. 8 (July 26, 2021): 19, <https://doi.org/10.5539/elt.v14n8p19>.

<sup>4</sup>Tulin Guler Yildiz et al., "Examining the Associations between Children's Receptive Language Skills and Developmental Domains in the United States and Turkey," *Journal of Child Language* 46, no. 3 (2019): 480–500, <https://doi.org/doi:10.1017/S0305000918-000570>.

influenced by well-developed of cognitive language.<sup>5</sup> By this sense, pragmatic competence seems closely related to receptive skills since the development of this skill affects the social personal communication.

Pragmatic competence refers to the real application of language in functional communication. Dealing with pragmatic competence acquisition is a challenging undertaking; however, it is imperative to highlight foreign language learning's competence. The major goal of learning new language is to be able to use the language successfully and to function within society in which the target language is used through oral or written. To achieve that goal, students need to learn grammar and vocabulary to use the language accurately. Beside, it is also prominent for students to be aware the utilization of its linguistic forms and functions in order to use the language context appropriately. Therefore, it is necessitous to provide the enhancement in pragmatic competence for students to escalate their second language competence.<sup>6</sup>

The finding from Interlanguage Pragmatic (ILP) has shown the well-formed of grammatical aspect does not suffice to warrant the successful communication.<sup>7</sup> As stated by Lange and Paige in Choraih, teaching language as foreign language urgently should be incorporated with socio-cultural rules of target language. However, reflecting on English as a Foreign Language (EFL) particularly in Indonesia education, most of the learning input is acquired from textbooks with limited explanation on the use of contextual and expression.<sup>8</sup> The main challenges of teaching pragmatics in Indonesian classrooms have been related to the use of less authentic material, the inadequate metapragmatic explanation, negative pragmatic

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<sup>5</sup>Nadya Susanti, Eti Poncorini Pamungkasari, and Rita Benya Adriani, "Association between Receptive Language Skill and Social Communication Skill among Preschool Children: Path Analysis Evidence from Surakarta, Central Java," *Journal of Maternal and Child Health* 5, no. 3 (2020): 9.

<sup>6</sup>Tammy Fajardo Dack et al., "The Development of Pragmatic Competence in CLIL Classrooms" 44, no. 3 (2020): 7.

<sup>7</sup>Mohamed Amine Choraih, Ayoub Loutfi, and Abdullah Mansoor, "The Importance of Pragmatic Competence in the EFL Curriculum: Application and Implications\*," *Arab World English Journal*, 2016, 13.

<sup>8</sup>Disa Evawani Lestari, "Teaching Pragmatics to Indonesian Learners of English," *Metathesis: Journal of English Language, Literature, and Teaching* 1, no. 2 (2017): 45–60, <http://dx.doi.org/10.31002/metathesis.v1i2.465>.

transfer, and less interactional output practice. This phenomenon consequently causes limited practice of students and it can be predicted that the English pragmatic acquisition of the students is much hindered.

Pragmatic competence is not only closely related to oral communication proficiency, but also to the receptive proficiency. Receptive proficiency consists of reading and listening skills. While productive proficiency refers to speaking and writing. Those four skills are the essential of a language.<sup>9</sup> AsUso-Juan and Martinez Flor in Karbalaee et al, reading proficiency is associated with strategies, linguistic, pragmatic competence, intercultural, and discourse competence.<sup>10</sup> It proves that by actualizing students' pragmatic competence, it will actualize their reading proficiency too. Reading provides many benefits for students such as train them in completing the test, enable them to understand the important detail, improve their critical thinking, etc.<sup>11</sup>

Despite its significance, several problems are faced by the students in improving reading proficiency. According to the Programme for International Student Assessment (PISA), in 2015, Indonesia students performed poor reading ability which was in rank 69th out of 76 countries. Furthermore, the data showed by English Proficiency Index (EPI), in 2015 the English proficiency of Indonesian was in moderate proficiency which in rank 32nd out of 70 countries.<sup>12</sup> The recognition of vocabulary and knowledge of grammar was the most indicated problem asserted by the learners.<sup>13</sup> This statement is also supported by Nurjanah that found the biggest difficulty faced by EFL students in reading is vocabulary;

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<sup>9</sup>Tuçe Öztürk Karataş and Hülya Tuncer, "Sustaining Language Skills Development of Pre-Service EFL Teachers despite the COVID-19 Interruption: A Case of Emergency Distance Education," *Sustainability* 12, no. 19 (October 4, 2020): 8188, <https://doi.org/10.3390/su12198188>.

<sup>10</sup>Alireza Karbalaee and Mehrnaz Kashkooli Rahmanzade, "An Investigation into Pragmatic Knowledge in the Reading Section of TOLIMO, TOEFL, and IELTS Examinations," *English Language Teaching* 8, no. 5 (2015): 14.

<sup>11</sup>Jonathan Aliponga, "Reading Journal: Its Benefits for Extensive Reading," *International Journal of Humanities and Social Science* 3, no. 12 (2013): 8.

<sup>12</sup>m Ahlan Firdaus, "Looking At The Link Between Emotional Intelligence And Reading Comprehension Among Senior High School Students," *Jurnal Pendidikan Dan Pengajaran* 4, no. 2 (2017): 12.

<sup>13</sup>Raja Muhammad Ishtiaq Khan et al., "Investigating Reading Challenges Faced by EFL Learners at Elementary Level," *Register Journal* 13, no. 2 (October 3, 2020): 277–92, <https://doi.org/10.18326/rjt.v13i2.277-292>.

especially the limited knowledge of vocabulary.<sup>14</sup> Moreover, learners also acknowledged the role of spelling and pronunciation in developing reading skills. They also are unable to identify the basic notions of the reading skills and take even more time reading short texts in EFL classes.<sup>15</sup>

Focusing on current status-quo, the challenge facing by the students and teacher in learning language is not only on the material, but also to the adjustment system from synchronous to asynchronous learning due to covid-19 pandemic. According to Pujiani et al, there are several obstacles during online learning such as limited internet connection, increased need for internet data, lack of technology mastery, less effective time management in learning, and lack of students' learning motivation.<sup>16</sup>

Another receptive skill that is prominent but challenging for students. Listening takes up 40-50% in total time spent on communicating. In kindergarten to high school level, we are expected to list approximately 65-90%.<sup>17</sup> This statement in line with Fauziati that estimates the adults spend almost half of communication time to listen and students may get 90% school information during learning though listening.<sup>18</sup> Within high percentage of time consuming for listening, however EFL learners face a lot of obstacles in listening comprehension.

Referring to the learning material, teachers seem like do not give much attention on developing listening material in designing their lesson. In fact, listening and speaking skills are not taken into prominent parts of many course books or curricula.<sup>19</sup> Most of teacher assume and take it for granted that listening skill will develop naturally through the process of language learning. It is supported by Persulesy that states listening skill tend to be neglected by the teachers since they

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<sup>14</sup>Ratih Laily, "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test," *Metathesis: Journal of English Language, Literature, and Teaching* 2, no. 2 (November 16, 2018): 253, <https://doi.org/10.31002/metathesis.v2i2.958>.

<sup>15</sup>Khan et al., "Investigating Reading Challenges Faced by EFL Learners at Elementary Level."

<sup>16</sup>Tri Pujiani, "The Implementation of English Language Skills Teaching and Learning during the Pandemic of Covid-19" 2 (2021): 12.

<sup>17</sup>Dwi Rara Saraswaty, "Learners' Difficulties & Strategies In Listening Comprehension," *English Community Journal* 2, no. 1 (June 24, 2018): 139, <https://doi.org/10.32502/ecj.v2i1.1003>.

<sup>18</sup>E Fauziati, *Teaching English as a Foreign Language (TEFL)* (Surakarta, Indonesia: Era Pustaka Utama., 2010).

<sup>19</sup>Saraswaty, "Learners' Difficulties & Strategies In Listening Comprehension."p.10

regard that students will get it when they learn to speak in the class.<sup>20</sup> Ina Thomas and Brian Dyer in Saraswati also state that most of teachers also assume that listening is synonymous to breathing-automatic. This skill is “Cinderella skill” in second language learning as it too often overlooked by its elder sister, the speaking skill.<sup>21</sup> However, listening is tough and complex involving mental process such as attention, perception, memory, and cognition.<sup>22</sup>

Internal problems are faced by students in listening skill; getting gist when speakers talk in fast speed, less of vocabulary knowledge, and different accent used by native.<sup>23</sup> Fauziati in her book explained that in language learning context, students may understand the meaning of spoken chunk words or simple sentences, but they have difficulty to put together longer oral message in order to carry out the entire set.<sup>24</sup> However, Nunan believes that listening is a greater importance in the second language learning because the listening provides major boost in acquiring second language by emphasizing the comprehensible input to the learners.<sup>25</sup>

Pragmatic, seeing from the listening comprehension refers to what utterance means to a person in a particular speech situation.<sup>26</sup> It means pragmatic competence in listening skill is how the students comprehend the pragmatic meaning through spoken discourse.<sup>27</sup> In addition, she proposed that second language students need to be able to comprehend meaning pragmatically in order to understand speakers' intentions, interpret speakers' feelings and attitudes, differentiate speech act meaning, such as the difference between a directive and a commissive, and evaluate the intensity of speakers' meaning, such as the difference between a directive and a commissive.

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<sup>20</sup>G.H Persuleddy, *Listening Improvements Exercises For Students Of English* (Jakarta, 1998).

<sup>21</sup>David Nunan, “Listening in Language Learning,” in *Methodology in Language Teaching* (Cambridge: Cambridge University Press., 2002).

<sup>22</sup>Saraswati, “Learners’ Difficulties & Strategies In Listening Comprehension.”

<sup>23</sup>Rini Susilowati, “The Challenge Of Online Learning In Listening Class During Covid-19 Pandemic” 18, No. 2 (2020): 17.

<sup>24</sup>Fauziati, *Teaching English As A Foreign Language (Tefl)*.p.12

<sup>25</sup>Nunan, “Listening In Language Learning.”p.8

<sup>26</sup>Corsetti, “Strategy-Based Listening and Pragmatic Comprehension.”p.9

<sup>27</sup>Paula Garcia, “Pragmatic Comprehension of High and Low Level Language Learners,” 2004, 12.

In fact, there are several pragmalinguistic failures of students in listening. Those categorizations are pragmalinguistic failure because it relies on the linguistic form, the confusing form of word, and wrong answer due to homonymy words.<sup>28</sup> Therefore to avoid that failure, pragmatic competence should get much attention from the language teacher in terms of functional meaning, linguistic form, and relevant context.<sup>29</sup>

The fruitfulness of pragmatic competence seems associated to the internal cognitive aspect of individual, including emotional intelligence. Emotional intelligence is an array of no cognitive capabilities, competencies, and skills that influence one's ability to succeed in the coping with the enviromental demands and preasures.<sup>30</sup> There are different perspectives among research finding related to these two aspects. According to Hajmalek, because EI covers very visible social components and skills that might be speculated to be linked to the social parts of language, especially pragmatics, emotional intelligence and pragmatic ability may appear to be quite related. His research, however, did not support this hypothesis, indicating that there is no significant association between EI and pragmatic production among Iranian EFL students. However, according to Masoumeh at al, emotional intelligence has significant positive correlation to the pragmatic competence. It means the better students' emotional intelligence, the better their pragmatic competence.<sup>31</sup> Individuals with greater EQ, according to Mayer at al, may communicate more effectively with others. Emotional abilities are necessary for the development of cognitive capacity and the achievement of academic goals in general. People with a high EI may notice emotions better, utilize them in thought,

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<sup>28</sup>Septiyana Pengesti, "Pragmatic Failure In Listening Class A Case Study Of X Grade Students Of Smk Tamansiswa Cilacap," *Jurnal Penelitian Humaniora* 15, No. 1 (2020): 9.

<sup>29</sup>Leticia Presotto, "Pragmatics In Esl Classroom: Its Importance In Listening Skills," *Belt – Brazilian English Language Teaching Journal* 5, No. 1 (August 19, 2014): 15, <https://doi.org/10.15448/2178-3640.2014.1.18107>.

<sup>30</sup>G Geher and R Bar-On, "The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, Description and Psychometric Properties," in *Measuring Emotional Intelligence: Common Ground and Controversy* (New York: Nova Science, 2004), 111–42.

<sup>31</sup>Masoumeh Ahmadi Shirazi and Seyed Mohammad Mousavi Nadoushani, "Emotional Intelligence as the Predictor of Pragmatic Competence: A Closer Look at Iranian EFL Learners' Politeness Strategies," *The Reading Matrix: An International Online Journal* 16, no. 2 (2016): 16.

understand their meaning, and control emotions better than others, and they are more open and agreeable.<sup>32</sup>

Many influential factors affected students' English learning performance, including receptive skill. One of determining factors is emotional intelligence which also affected to students' reading comprehension.<sup>33</sup> EI is an intermixture of complementary emotional and social capacities and competences that perform how an individual expresses and recognizes emotion efficiently, recognizes other people's emotion, interact socially with them, and overcome life difficulties and challenge.<sup>34</sup> Emotional Intelligence has become influential and prominent aspect in educational psychology since its inception in 1990s, introduced by Salovey and Mayor.<sup>35</sup>

Language aptitude, including emotional intelligence refers to a set of variables that make language acquisition simple for some students and difficult for others. Emotional processes involved in learning in the brain are examined in the current study, which is one of many influencing aspects on language learning. Emotional intelligence is one of the factors that determine people's success. Study conducted by Abdolrezapour in 2013 showed that people's personality or emotional intelligence contribute 80% to success and 20% by IQ.<sup>36</sup> In the context of language learning, emotional intelligence is linked to comprehension proficiency because naturally language is a communicative task. The ability to know the emotion, communicate and learn the language, control the emotion play significant role in this context. According to Fany and Bryant by having positive emotion, students will have motivation, attention, self-regulation, and learning strategies, including in

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<sup>32</sup>J. D Mayer, P. Salovey, and D. R Caruso, *Models of Emotional Intelligence*. In R. J. Sternberg (Ed.), *Handbook of Human Intelligence* (New York: Cambridge University Press, 2000).

<sup>33</sup>Firdaus, "Looking At The Link Between Emotional Intelligence And Reading Comprehension Among Senior High School Students."

<sup>34</sup>Mariem Ouaja Et Al., "The Relationship Between Emotional Intelligence And Receptive English Skills Of Tunisian It Students: A Preliminary Study," *Teflin Journal - A Publication On The Teaching And Learning Of English* 31, No. 2 (September 28, 2020): 230, <https://doi.org/10.15639/Teflinjournal.V31i2/230-258>.

<sup>35</sup>Parisa Abdolrezapour And Mansoor Tavakoli, "The Relationship Between Emotional Intelligence And Efl Learners' Achievement In Reading Comprehension," *Innovation In Language Learning And Teaching* 6, No. 1 (March 2012): 1–13, <https://doi.org/10.1080/17501229.2010.550686>.

<sup>36</sup>Abdolrezapour and Tavakoli.

reading comprehension which involves emotional process.<sup>37</sup> It affects to the better reading comprehension. On the other hand, unfavorable and negative emotions block students to acquire language input effectively. This idea supports that emotional intelligence is very crucial in language learning.<sup>38</sup>

One of the most common problems with listening comprehension among students is a rejection of the subject, which often stems from the students' internal attitudes toward the lesson, which are influenced by their emotional intelligence.<sup>39</sup> People with a “low” emotional intelligence score, lack self-awareness and self-management, When confronted with a certain situation, they will be unsure of how to behave quietly and appropriately, causing them to be uncomfortable and concerned about their responses. If students are unable to grasp what is stated in English, they are concerned about the reaction of their professors and peers.<sup>40</sup> Students will be able to control their fear and self-rage in certain areas of a subject if they have good emotional control and emotional ability to handle it. She also maintains that students' problems are primarily their own faults, rather than the material or the test itself.

Emotional intelligence plays a significant effect in kids' ability to understand what they are hearing. According to a preliminary survey, 17 (63%) of 27 respondents believed that their behavior and personality had a role in their performance in a TOEFL-like listening exam/exercise. Emotional intelligence influences listening comprehension achievement in the sense that students' listening ability is inhibited when one or more characteristics of emotional intelligence are absent or inadequate. Listening comprehension is an interactive process that involves the brain processing sounds and generating meanings. In terms of cognition, students require a lot of information about how and what certain sounds

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<sup>37</sup>Firdaus, “Looking At The Link Between Emotional Intelligence And Reading Comprehension Among Senior High School Students.” 9.

<sup>38</sup> Mariem Ouaja et al., “The Relationship Between Emotional Intelligence And Receptive English Skills Of Tunisian It Students: A Preliminary Study,” *TEFLIN Journal - A Publication on the Teaching and Learning of English* 31, no. 2 (September 28, 2020): 230, <https://doi.org/10.15639/teflinjournal.v31i2/230-258>.

<sup>39</sup>D Goleman, *Working With Emotional Intelligence* (New York: Bantam Books, 1998).

<sup>40</sup>Muhammad Javed et al., “Comparative Study of the Pakistani and Indonesian Student’s Anxiety Towards the English Language Learning,” 2013, 11.



mean. Students with limited self-awareness and self-control are more likely to overestimate their ability to answer exam items. Students with a high level of social awareness, on the other hand, may become easily sidetracked while taking the test.<sup>41</sup>

Regarding to the present research, this research will discuss the direct and indirect contributions of two different variables to receptive skills proficiency, pragmatic competence as linguistic aspect and emotional intelligence as psycho linguistic factor affecting receptive skills. In this regard, Receptive skills proficiency refers to the students' reading and listening proficiencies. Both of pragmatic competence and emotional intelligence are necessary to be explored since they seem providing potential contribution to the receptive skills. During recent years, many attractive studies related to pragmatic competence and emotional intelligence as the basic foundation to actualize receptive skills proficiency. Therefore, selecting corresponding previous study is pivotal to find bases of this study. In order to grasp the notion, it is necessary to carefully examine certain previous studies.

The study from Masoumeh A.S and Seyed M.M.N in 2016 related to emotional intelligence and pragmatic competence showed that emotional intelligence has strong positive correlation with pragmatic competence of students. This result signified that the higher level of emotional intelligence of students, the greater the students' pragmatic competence.<sup>42</sup> However, other study on these two variables showed different result. Ali Derakhshan et al. in 2021 found that there is no significant correlation between emotional intelligence and learners' interlanguage pragmatic competence. A significant relation was found between Independence as a component of EQ and EFL learners' ILP competence. In general, this finding revealed that emotional intelligence is not influential in EFL learners' interlanguage pragmatic competence.<sup>43</sup>

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<sup>41</sup>Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (New York: Pearson, 2007).

<sup>42</sup> Shirazi and Nadoushani, "Emotional Intelligence as the Predictor of Pragmatic Competence: A Closer Look at Iranian EFL Learners' Politeness Strategies."

<sup>43</sup>Ali Derakhshan, Zohreh R. Eslami, And Neda Ghandhari, "Investigating The Interplay Of Emotional Intelligence And Interlanguage Pragmatic Competence In Iranian Lower Intermediate

Discussing the relation between pragmatic competence and reading proficiency, the study conducted by AlirezaKarbalaeei&MehrnazKashkooliRahmanzade in 2015 may give additional insight. In this study, it was discovered that the frequency of TOEFL, IELTS, and TOLIMO when it came to assessing general pragmatic knowledge differed significantly. The findings revealed that while all three exams are designed to examine test takers' pragmatic knowledge to some extent, TOEFL and TOLIMO are better at tapping students' pragmatic knowledge. In addition, all aspects of pragmatic knowledge, except cultural knowledge, were found to be implicated in these tests.<sup>44</sup>

Study conducted by Leticia Presotto in 2014 showed that pragmatic competence contributes to the better students' listening skill. Pragmatics is beneficial to students learning a second language and should be taught in language education. The study of listening exercises revealed the need of practicing understanding what is being said. People must pay attention to the speaker in order to understand what he is truly saying and meaning in real life, in genuine communication. Students who understand the role of pragmatics in their second language will be more proficient in it.<sup>45</sup>

A case study related to the emotional intelligence and receptive skills conducted by MariemOuaja et al in 2020. It was attended by 31 students from Tunis's Higher Institute of Technology and Communications Science. The data was gathered by giving the pupils an English proficiency test (TOEIC) and an emotional intelligence questionnaire (Bar-On EI Inventory). The results of statistical analyzes showed that there was a significant positive correlation between the students' emotional intelligence and their receptive English skills. Tunisian IT students were also shown to be pushed and motivated by their aims and desires when learning

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EFL Learners,” *Issues In Language Teaching (ILT)* 10, No. 1 (2021): 37–66, <https://doi.org/10.22054/ilt.2020.54334.527>.

<sup>44</sup> Karbalaeei and Rahmanzade, “An Investigation into Pragmatic Knowledge in the Reading Section of TOLIMO, TOEFL, and IELTS Examinations.”

<sup>45</sup> Presotto, “Pragmatics in ESL Classroom.”

English. Furthermore, their optimism, linguistic environment, and Tunisian culture all have a significant impact on their receptive English ability.<sup>46</sup>

Other study related to the enhancement of emotional intelligence and reading skill was conducted by Mohammad Reza Ebrahimi et al in 2018. As affective factors play a role in learning in general and language learning in particular, this study attempted to experimentally explore the influence of an affective element, Emotional Intelligence, on Reading Skill. An IELTS test was provided to intermediate EFL students in Iran to assess their reading ability. Following that, the subjects' Emotional Quotients were calculated, and Emotional Intelligence was taught. The results of the study revealed that the experimental group made significant progress in both Emotional Intelligence and Reading Skill, while the control group made no such progress. The findings of this study could aid in the advancement of knowledge about Emotional Intelligence development and its potential impact on language learning.<sup>47</sup>

Another research was also conducted by Ebrahimi et al. in 2018. In this study, the students took an IELTS test as well as Intermediate level subjects. Their emotional intelligence was assessed, and Emotional Intelligence (EQ/I) was taught as a result. The identical IELTS along with the EQ exam were administered in the treatment and control groups after a one-year educational programme of concurrently teaching EI and listening competence. Finally, it was discovered that the learners in the treatment group improved their EI and listening skills significantly, whereas there was no significant change in the control group, which did not receive any EI education. The study's findings may aid in the advancement of information about the impact of emotional intelligence on language acquisition and syllabus design.<sup>48</sup>

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<sup>46</sup> Ouaja et al., "THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND RECEPTIVE ENGLISH SKILLS OF TUNISIAN IT STUDENTS."

<sup>47</sup> Mohammad Reza Ebrahimi, Hooshang Khoshshima, and Esmail Zare-Behtash, "The Impacts of Enhancing Emotional Intelligence on the Development of Reading Skill," *International Journal of Instruction* 11, no. 3 (July 25, 2018): 573–86, <https://doi.org/10.12973/iji.2018.11339a>.

<sup>48</sup> Mohammad Reza Ebrahimi, Hooshang Khoshshima, and Esmail Zare-Behtash, "The Influence of Emotional Intelligence Enhancement on the Development of EFL Learners' Listening Skill," *International Journal of Applied Linguistics and English Literature* 7, no. 5 (September 1, 2018): 70, <https://doi.org/10.7575/aiac.ijalel.v.7n.5p.70>.

Build upon the explanation above, the researcher wants to investigate the contribution of pragmatic competence and emotional intelligence toward receptive skill proficiency. Therefore, this research entitled **“The Contribution of Pragmatic Competence and Emotional Intelligence toward Receptive Skill Proficiency: A Path Analysis”**

#### **B. Research Problem**

Based on the background of the study above, the researcher wants to investigate:

1. Is there any significant direct contribution of emotional intelligence toward students' reading proficiency?
2. Is there any significant direct contribution of emotional intelligence toward students' listening proficiency?
3. Is there any significant direct contribution of pragmatic competence toward students' reading proficiency?
4. Is there any significant direct contribution of pragmatic competence toward students' listening proficiency?
5. Is there any significant indirect contribution of emotional intelligence toward students' reading proficiency mediated by pragmatic competence?
6. Is there any significant indirect contribution of emotional intelligence toward students' listening proficiency mediated by pragmatic competence?

#### **C. Research Objective**

From the research problem above, the researcher sets up the objectives of the study as the following:

1. To investigate whether there is any significant direct contribution of emotional intelligence toward students' reading proficiency.
2. To investigate whether there is any significant direct contribution of emotional intelligence toward students' listening proficiency.
3. To investigate whether there is any significant direct contribution of pragmatic competence toward students' reading proficiency.

4. To investigate whether there is any significant direct contribution of pragmatic competence toward students' listening proficiency.
5. To investigate whether there is any significant indirect contribution of emotional intelligence toward students' reading proficiency mediated by pragmatic competence.
6. To investigate whether there is any significant indirect contribution of emotional intelligence toward students' listening proficiency mediated by pragmatic competence.

#### **D. Hypothesis**

According to the theoretical framework, the researcher sets up the Null- hypothesis for this research.

1. Ho: There is no significant direct contribution of emotional intelligence toward students' reading proficiency.  
Ha: There is significant direct contribution of emotional intelligence toward students' reading proficiency.
2. Ho: There is no significant direct contribution of emotional intelligence toward students' listening proficiency.  
Ha: There is significant direct contribution of emotional intelligence toward students' listening proficiency.
3. Ho: There is no significant direct contribution of pragmatic competence toward students' reading proficiency.  
Ha: There is significant direct contribution of pragmatic competence toward students' reading proficiency.
4. Ho: There is no significant direct contribution of pragmatic competence toward students' reading proficiency.  
Ha: There is significant direct contribution of pragmatic competence toward students' reading proficiency.
5. Ho: There is no significant indirect contribution of emotional intelligence toward students' reading proficiency mediated by pragmatic competence

Ha: There is significant indirect contribution of emotional intelligence toward students' reading proficiency mediated by pragmatic competence

6. Ho: There is no significant indirect contribution of emotional intelligence toward students' listening proficiency mediated by pragmatic competence

Ha: There is significant indirect contribution of emotional intelligence toward students' listening proficiency mediated by pragmatic competence

#### **E. Significance of The Study**

This research is expected to give contribution to foreign language learning, especially in listening classroom. Thus, this research is expected to be useful for the following parties:

1. For the students

This study will presumably be beneficial to students, particularly foreign language learners. The extent to which pragmatic competence and emotional intelligence contribute the receptive skill proficiency is described in this study. It would be beneficial because the kids would understand the significance of pragmatic competence, emotional intelligence, and receptive skill proficiency.

2. For the teachers

This study will also benefit English teachers. They will understand how pragmatic competence and emotional intelligence are related to receptive skill competency in their students, as well as the significance of their participation in this relationship. The findings of this study can be used by professors or lecturers to continually promote students' pragmatic competence and emotional intelligence, particularly in terms of developing receptive skills.

### 3. For The next researchers

This research hopefully can be useful for the further researchers who want to conduct the similar topic. This research can be used as reference, so the next researchers can conduct a research in wider area of study and variable.

## **F. Scope and Limitation of Study**

The scope of this research focuses on the contribution of pragmatic competence and emotional intelligence toward receptive skills proficiency which refers to reading and listening skills. To limit the problem of the study, this research focuses on eleventh grade students of SMAN 6 Kediri.

This study focuses on the pragmatic competence assessed using MDCT or Multiple Discourse Completion Test from Parvis Birjandi and Saeed Rezaei. For the Emotional intelligence, it utilizes the theory of Bar-On. The receptive skill proficiency is adopted from TOEFL Junior test adopting from ETS. In this case, the researcher only discuss the direct and indirect contributions of pragmatic competence and emotional intelligence toward reading and listening skills as the domain of receptive skill proficiency, it mean another language skills such as speaking and writing do not investigated in this research.

## **G. Definition of the Key Terms**

In this part the researcher explains the definition of key terms consist of: Pragmatic Competence, Emotional Intelligence and Receptive Skill.

### 1. Pragmatic competence

Pragmatic competence is defined as the study of how speakers or writers use language as social actors who are concerned not just with getting their message across to readers or listeners, but also with the influence on their interpersonal relationships with those readers or listeners.

### 2. Emotional intelligence

Emotional intelligence or EI is the ability to perceive, control, and evaluate emotions. It has four domains; those are self-awareness, emotional management, social emotional-awareness, and relationship management.

### 3. Receptive skill

Listening and reading are receptive skills because they do not require learners to produce language; instead, they receive and comprehend it. These skills are commonly referred to as passive skills.

## H. Theoretical Framework

Pertaining the underlying theories related to research objectives, it is necessary for the researcher to present theoretical framework related to the variables; emotional intelligence, pragmatic competence, and receptive skill.

An individual-psychological factor namely emotional intelligence is reported to have prominent role in both of reading and listening skills. It is a set of complimentary emotional and social capacities and competences that determine how well a person expresses and identifies emotion, recognizes and recognizes other people's emotions, interacts socially with them, and overcomes life's challenges.<sup>49</sup> In reading skill, students will have motivation, attention, self-regulation, and learning techniques if they experience positive emotion, which includes emotional processes in reading comprehension.<sup>50</sup> It contributes to improved reading comprehension. Unfavorable and negative emotions, on the other hand, prevent kids from effectively acquiring language input. This concept supports the notion that emotional intelligence is extremely important in language learning.<sup>51</sup> Beside that, emotional intelligence has an impact on listening comprehension achievement in the sense that when one or more aspects of emotional intelligence are missing or deficient, students' capacity to listen is limited.<sup>52</sup> Students' internal attitudes about the lesson, which are influenced by their emotional intelligence, often lead to their rejection of the material, particularly in listening comprehension.<sup>53</sup> Listening comprehension is a two-way interaction in which the

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<sup>49</sup> Ouaja Et Al., "The Relationship Between Emotional Intelligence And Receptive English Skills Of Tunisian It Students."

<sup>50</sup> Firdaus, "Looking At The Link Between Emotional Intelligence And Reading Comprehension Among Senior High School Students."

<sup>51</sup> Ouaja Et Al., "The Relationship Between Emotional Intelligence And Receptive English Skills Of Tunisian It Students."

<sup>52</sup> Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*.

<sup>53</sup> Goleman, *Working with Emotional Intelligence*.



brain processes sounds and generates meanings. Students need a lot of knowledge on how and what particular sounds represent in terms of cognition.

Emotional intelligence is linked to pragmatic competence in a major way. It means that the higher the emotional intelligence of students, the higher their pragmatic competence.<sup>54</sup> Emotional intelligence (EI) encompasses highly visible social components and skills that are thought to be linked to the social aspects of language, particularly pragmatics. Emotional intelligence and pragmatic ability appear to be closely linked. Emotional intelligence refers to a set of non-cognitive abilities, competencies, and skills that influence a person's ability to cope with environmental demands and pressures.

Emotional intelligence is seen to have direct relationship toward pragmatic competence. Furthermore, pragmatic competence is reported to have important role in receptive skill. In reading skill, it demonstrates that by improving students' pragmatic competence, they will improve their reading ability as well. Students gain from reading since it helps them prepare for tests, allows them to understand essential details, improves critical thinking, and so on.<sup>55</sup> Pragmatic relates to what an utterance means to a person in a specific speaking circumstance, as evidenced by listening comprehension.<sup>56</sup> It suggests that students' pragmatic listening competence refers to their ability to comprehend pragmatic meaning through spoken speech.<sup>57</sup> On the other words, second language students need to be able to understand meaning pragmatically in order to interpret speakers' feelings and attitudes, differentiate speech act meaning, such as the difference between a directive and a commissive, and evaluate the intensity of speakers' meaning, such as the difference between a directive and a commissive.

The picture below figures out the proposed model of the analysis.

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<sup>54</sup> Geher and Bar-On, "The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, Description and Psychometric Properties."

<sup>55</sup> Shirazi and Nadoushani, "Emotional Intelligence as the Predictor of Pragmatic Competence: A Closer Look at Iranian EFL Learners' Politeness Strategies."

<sup>56</sup> Corsetti, "Strategy-Based Listening and Pragmatic Comprehension."

<sup>57</sup> Garcia, "Pragmatic Comprehension of High and Low Level Language Learners."

**Figure 1.1**  
**Model of Proposed Path Analysis**

