

**THE CONTRIBUTION OF PRAGMATIC COMPETENCE AND
EMOTIONAL INTELLIGENCE TOWARD RECEPTIVE SKILL
PROFICIENCY: A PATH ANALYSIS**

THESIS

Presented to

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In Partial Fulfillment of the Requirement

for the Master Thesis in English Language Education



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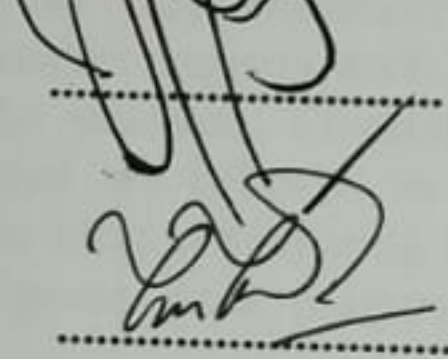
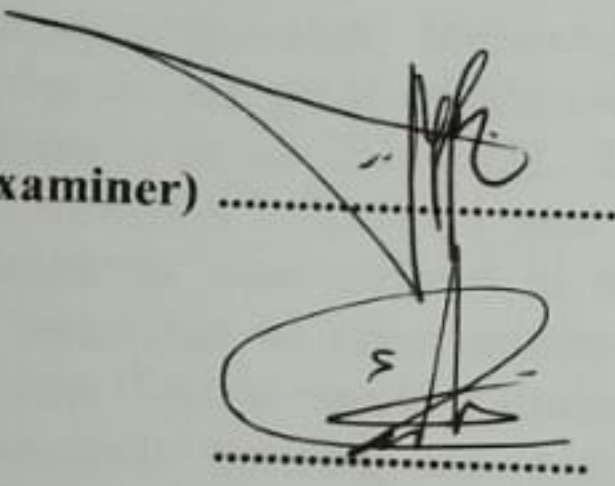
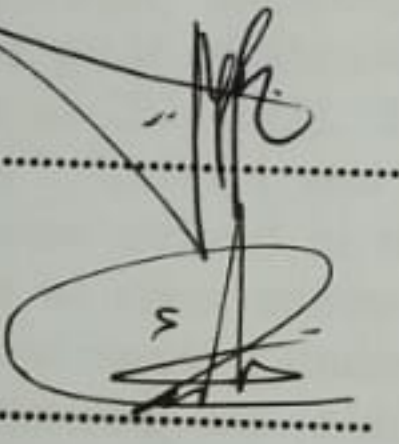
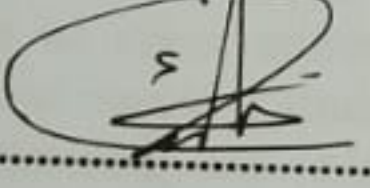
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2021**

RATIFICATION

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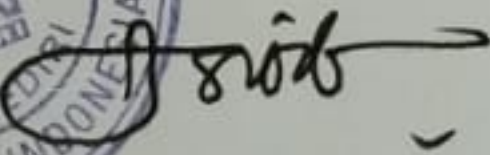
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This thesis is to fulfill the requirement for the degree of Post Graduate Degree (S2) in English Study Program, State Islamic Institute of Kediri.

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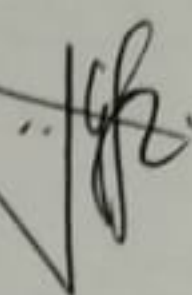
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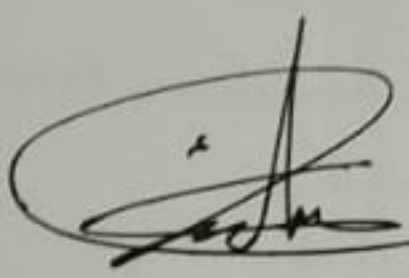
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ABSTRACT

Saputri, Miftaqur Rochmah Ayu. 2022. *The Contribution of Pragmatic Competence and Emotional Intelligence toward Receptive Skill Proficiency: A Path Analysis*. Department of English Language education, Faculty of Post Graduate Degree, State Islamic Institute (IAIN) Kediri. Advisors: Dr. Ary Setya Budhi Ningrum, M. Pd., and Dr. Sri Wahyuni, M. Pd.

Keywords: Reading Skill. Listening Skill, Emotional Intelligence, Pragmatic Competence

Receptive skills including reading and listening are very important in language learning. Those skills are inseparable with another aspects such as emotional intelligence and pragmatic competence of the students. Emotional intelligence and pragmatic competence are two things that are believed to be factors that affect receptive skill comprehension This study aims at analyzing the direct and indirect contribution of emotional intelligence and pragmatic competence toward students' receptive skills.

It is quantitative study with path analysis as research design. Meanwhile, the population of this research is the students of the second grade of SMAN 4 Kota Kediri in the second semester in the academic year of 2021/2022. The samples are fourclasses;those are class XI MIPA 6, XI MIPA 7, XI IPS 1, and XI IPS 2 in total 143 students. Two kinds of instruments were utilized in this research; likert scale questionnaire are used by researcher to know students' emotional intelligence, Multiple Discourse Completion Test to measure students pragmatic competence, and TOEFL Test to know students' listening and reading skills. To calculate the data, the researcher used SPSS, AMOS 25 program, and Sobel test.

The findings reveal that there is direct contribution of emotional intelligence and pragmatic competence toward students' receptive skills (P value is *** indicates the significance). For indirect contribution, the indirect contribution emotional intelligence through pragmatic competence toward reading proficiency was .1018, which meant the indirect contribution was very weak. The Z-Sobel was .5139 ($z < 1.96$) with p -value .607 ($p > .05$). The indirect contribution of emotional intelligence through pragmatic competence toward listening proficiency was .5587, which meant the indirect contribution was moderate. The Z-Sobel was 3.167, and p -value was .00015.

MOTTO

“I have no special talents. I am only passionately curious”

-Albert Einstein-

And I always believe that

$$\overrightarrow{F}_{AB} = - \overrightarrow{F}_{BA}$$

**“FOR EVERY ACTION, THERE IS AN
EQUAL AND OPPOSITE REACTION”**

-NEWTON’S THIRD LAW-

DEDICATION

With all of my love, deepest from my heart, I dedicate this Thesis to:

Allah SWT, who gives me this sovereignty to go through.

My beloved mother (Sriyanti) and father (Sayuti) who always bless me with prayer in every turn I take and every path I make.

Moh. Ana Usuludin. Hey dude, I found you. Thank you for all that you do. You mean the world to me. Thank you for giving me a place to feel safe. Thank you for supporting me. And finally, thank you for just being you.

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The thesis is presented to the Post Graduate Degree of English Language Education, as a partial fulfillment of the requirements for the degree of Strata II (M.Pd.) in English Language Teaching.

In finishing this thesis, the writer realizes that there are any relatives who give their help, guidance, and motivation. May Allah SWT gives reward for all their kindness. First, the writer would like to express her special gratitude to her advisors, Dr. Ary Setya Budhi Ningrum, M.Pd as the first advisor and Dr. Sri Wahyuni, M.Pd., as the second advisor, for their great contribution, guidance, and support in finishing this Thesis. She is also very grateful for the Head of Post Graduate English Education Study Program, Dr. Toyyibah, S. S., M.Pd., The writer realizes that without them this Thesis will not be finished. Secondly, the writer would like to give special thanks for:

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The Researcher

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