CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is written for presenting some theories from the research variables that are going to apply to do the research. It describes the theories and explanation on receptive skills including reading and reading skills, emotional intelligence, and pramgatic competence

A. Receptive skill

Receptive skill referd to the language skill in terms of reading and listening. 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.[58] 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.[59]

1. Reading Skill

a. The definition of reading skill

Communication takes place between a writer and a reader through reading. Readers encounter an indirect interaction with a writer through reading written text, whether it is written in symbols, letters, graphs, or sentences. Readers attempt to interpret the meaning of what they read. Carter explains that reading comprehension involves understanding what you read based on your eagle eye movements, brain activity, and even previous knowledge.[60]Reading involves using all of your abilities to make sense of what you are reading. According to Kabilan, reading is a cognitive, interactive, and dynamic activity. Reading is more than just decoding codes on paper; it's also about creating meaning. It is a straightforward process for humans, but sometimes, it becomes challenging when an implicit meaning is attached to a text, symbol, or

---

[58]Sudaryanto, Mardapi, and Hadi, "Multimedia-Based Online Test on Indonesian Language Receptive Skills Development." p.198

[59]Sudaryanto, Mardapi, and Hadi. p. 21

[60]Carrol Carter, Joyce Bishop, and Sarah Lyman Kravits, *Keys to Success: Building Analytical, Creative, and Practical Skills*, 7th ed (Boston: Pearson/Allyn and Bacon Publishers, 2012).

picture. Therefore, the capability of decoding a code is essential. The purpose of reading comprehension is to gain a general understanding of what is being discussed in the text.[61]Reading is a very necessary skill that every student needs to master. The act of reading can help students learn many things about many subjects and give them pleasure as well. In addition, it plays a vital role in making students' knowledge more comprehensive. In Devito's view, reading encourages students to develop their language skills, enrich their knowledge, and provide them with pleasure while doing so. Furthermore, reading exposes students to new vocabulary while they are reading.[62]

Every reader reads for a purpose. In his book, Suparman states that reading has two purposes; one is entertainment, and the other is information (in order to learn anything or to do something with what they learn).[63] It is impossible to read a text without having any intention. When readers can comprehend a text well, the purpose of reading will be achieved. Understanding a text means comprehending what it is about. Reading without any comprehension is pointless. Hence, readers must have good reading skills in order to comprehend the text. As students read a text, they make sense of it in order to acquire information from it.

Schank and Abelson describe six stages of comprehension from the lowest to highest levels. These stages include knowledge, comprehension, application, analyzing, synthesizing, and evaluating.[64] The three lowest level; knowledge, comprehension and application, is included into rote learning which means learning without attaching much meaning to it. In contrast, analyzing, synthesizing, and evaluating are part of meaningful learning, which means

---

[61]Muhammad Kamarul Kabilan, Norlida Ahmad, and Mohamad Jafre Zainol Abidin, "Facebook: An Online Environment for Learning of English in Institutions of Higher Education?," *The Internet and Higher Education* 13, no. 4 (2010): 128, https://doi.org/10.1016/j.iheduc.2010.07.003.

[62]Devito, "Why Reading Is so Important for Children," Family Resource, 2014, http://www.familyresource.com/parenting/childdevelopment/Why-reading-is-so-important-for-children.

[63]Ujang Suparman, *Understanding and Developing Reading Comprehension* (Bandar Lampung: Bandar Lampung University, 2005).p.14

[64]Carl Wilhelm Welin, "Scripts, Plans, Goals and Understanding, an Inquiry into Human Knowledge Structures," *Journal of Pragmatics* 3, no. 2 (1979): 211–17, https://doi.org/10.1016/0378-2166(79)90031-6.

recognizing a connection between new information and information already ingrained in long-term memory. Both declarative and procedural knowledge are stored in long-term memory. Specifically, in the case of reading, this knowledge includes knowledge about the orthography, phonology, syntax, semantics, and forms of discourse associated with the language. When a new production is created to encode a knowledge structure, it is stored in long-term memory.

The three stages leading up to and following the reading process have a direct impact on comprehension. Throughout the stages of reading, each stage requires a similar set of skills. To begin with, readers should employ specific pre-reading strategies, like scanning and guessing, to examine the nature of the text they intend to read and recognize its difficulties. As they read, they relate it to their schemata, and predict what it will contain. The second method is while reading. During this stage, learners must use strategies such as questioning to understand the text. In addition to asking the students about the question in the passage, the teacher can also clarify the answer with them. At the end of reading, teachers should evaluate the strategy used by students and the quality of their comprehension. Several of these skills go beyond one particular stage in the reading process. Success as a reader requires a unique recipe and each individual must come up with their own strategy. Following the above explanation, it can be argued that reading is a process of getting meaning or information from written material, and reading comprehension is the ability of the reader to understand the text as they are reading it.

b. The process of reading

It is extremely important for students to read, since it is beneficial to them for either studying or just for simply pleasure.[65]Comprehending what they read is the primary reason to read. Reading engages the students to think critically about the content of the text, as well as to understand and explore the text structure and organization.[66]Reading is beneficial for the language acquisition

---

[65]Jeremy Harmer, *How to Teach English*, 6th ed (Harlow: Pearson Longman, 2010).
[66]Jack O Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).

process since it increases the students' awareness of what they read, increasing their proficiency as a language acquirer. Taking into account the reading comprehension process, there are two kinds namely top-down and bottom-up reading processes. A good reader can create an engaging reading topic, stimulate discussion, excite imaginative responses, and serve as a springboard for a well-rounded life.

1) Top-down Reading Process.

Reading comprehension relies on the background knowledge of the reader. Readingers engage in active construction of meaning using new input to reconstruct the original meaning to comprehend and bring out information of the reading activity.[67]Readers are concieved of focusing on the overall message of the text as a top-down process for incorporating what they expect from the text.[68]

2) Bottom-up Reading Process

To start reading, readers begin with the fundamentals: words, grammar, etc. An individual sounds or morphemes are the smallest units of an acoustic message. This is called the bottom-up model, where listeners or readers build understanding from these smallest units.[69]Following that, readers should be able to recognize a variety of linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, or discourse markers, then give these signals order using their cognitive processing mechanisms.[70]Thus, this process is closely related to readers' linguistic knowledge.

---

[67]Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Pearson Education, 2001),299.

[68]Jeremy Harmer, "The Practice of English Language Teaching," *London/New York*, 2001, 401–5.

[69]Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*.

[70]Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (New York: Pearson, 2007), 299.

c. Aspect of reading

According to Nuttal, there are five components of reading that help students comprehend English text. These are main idea, specific information, inference, reference, and vocabulary.[71]

1) Main Idea

According to Segretto, the reading selection's main idea is the focus of the passage. It tells about what the text is about and is therefore the most important part of the text. Topic sentences and topic statements state the main idea of the text and they can be found at the beginning, the middle, or the end.

2) Specific Information

These are the facts or ideas that explain or support the main idea or topic sentence. According to Whother, supporting detail or specific information develops the topic sentence through definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotations. Details help readers understand what the text is about and its position, sometimes after the main idea or topic sentence. Giving definitions, examples, facts, analogy, cause and effect, as well as a question, will help support the topic sentence.

3) Inference

The inference is a guess or prediction based on available facts and information about something unknown. Readers are able to fill in information that is only suggested by a writer when using inference.

4) Reference

In reading materials, references refer either to words used before or after the references. The use of such words is simply a signal for the readers to find the meaning elsewhere in the text.

5) Vocabulary

Children's vocabulary directly affects their comprehension and ease of learning to read. Understanding the meaning of the words on the page is crucial

---

[71]Christine Nuttall and Charles Alderson, *Teaching Reading Skills in a Foreign Language* (Oxford: Macmillan, 2010).

to reading comprehension. In relation to those statements, vocabulary is indeed essential for anyone who wants to speak or to read.

d. Factors affecting reading

Teaching a language skill is ultimately about enabling students to perform it successfully. Reading is ultimately designed to help students understand what they read. The best readers seem to understand the text well and are easy to master. It is not easy to be an efficient reader. Several factors influence reading comprehension during the acquisition process of reading skills.

1) Target language understanding

The readers should have a thorough understanding of the target language, especially when they are reading foreign language or second language books. When readers lack the knowledge of the target language, i.e. English, their reading performance will decline. Additionally, low language comprehension will make it more difficult for them to convey the meaning of the text. As they become familiar with the language, they are encouraged more and become more comfortable.[72]

2) Students' interest

A student's reading interest is one of the factors that affect reading comprehension.[73] It is a propelling factor that motivates them to learn to read. Students' interests in a certain topic will lead to progressively enhanced reading.[74]The students will enjoy the reading process when they are interested in the material. It is therefore important for language teachers to choose appropriate reading materials. The readers will lose motivation and concentration if they find the reading material monotonous.[75]

---

[72]Francis Akubuilo et al., "Reading Readiness Deficiency in Children: Causes and Ways of Improvement," *Journal of Education and Practice* 6, no. 24 (2015): 38–43.

[73]Liu Lan Chen, Nooreiny Maarof, and Melor Yunus, "Factors Affecting ESL Reading Comprehension of Malaysian Secondary School Students," *ON EDUCATION*, 2016, 542–47.

[74]Akubuilo et al., "Reading Readiness Deficiency in Children: Causes and Ways of Improvement."

[75]Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement," *International Journal of English Linguistics* 6, no. 5 (September 23, 2016): 180–87, https://doi.org/10.5539/ijel.v6n5p180.

3) Vocabulary knowledge

It is important for the readers to develop their vocabulary in order to be good readers. A reader needs good vocabulary skills in order to understand the passage. Vocabulary knowledge and size and depth are the best predictors of reading achievement. Vocabulary knowledge also affects the speed at which words are decoded and recognized. Word decoding and word recognition can become difficult for low-skilled readers with low vocabulary mastery. Those who are proficient in vocabulary can understand the pronunciation and meaning of the words better than those who lack it.[76]

4) Learning strategy

Having an ineffective learning strategy can also affect a person's ability to read. A low-skilled reader lacks the ability to implement reading strategies correctly. In general, students do not persist in learning to read and are unwilling to select appropriate strategies. They find it challenging to comprehend the meaning of the text and are unable to draw simple conclusions. Diverse reading strategies are needed to read various types of texts. It is important for readers to interact with texts in order to acquire a deeper understanding of what they are reading.[77]

1. The Assessment for Reading Comprehension

Assessment tools provide a wide range of methods for assessing whether students can execute or master a task. Multiple-choice, written and oral recall, cloze, summary, sentence completion, short-answer, open-ended-question, true/false, matching activity, checklist, ordering, and fill-in-the-blank exams are some typical reading assessment measures. Moreover, Cheng, Roger and Hu (2004) mention two categories of methods in assessing reading, as follow:

a. The Teacher-Made Method

The types in this assessment method are multiple choice, short answer, cloze test, and observation[78].

---

[76] Pourhosein Gilakjani and Sabouri.
[77] Pourhosein Gilakjani and Sabouri.
[78]Cheng, Liying, William T. Rogers and Xiaoying Wang. "Assessment purposes and procedures in ESL/EFL classrooms." *Assessment & Evaluation in Higher Education* 33 (2008): 32 - 39.

1) Multiple choice

Multiple-choice questions are defined as "a stem and a number of choices (typically four) from which the test-taker must choose the correct option."Because the assignment is familiar to participants and straightforward for researchers to rate, this kind is a typical way of testing learners' reading comprehension. Furthermore, multiple-choice test items are popular because they allow testers to "manage the range of probable responses" by allowing them to regulate test-takers' mental processes when answering. Even though creating a multiple-choice exam takes effort, marking and evaluating it is simple.

2) Short answer

For assessing reading comprehension, short-answer examinations are particularly beneficial. It may also be viewed as a "semi-objective multiple choice alternative." Test takers are expected to react to a question by drawing conclusions from the text rather of just answering "yes" or "no." Before answering the question, the test-takers may be expected to infer meaning from the text.

3) Cloze test

Cloze tests are commonly used in language evaluation, especially for assessing reading abilities in language examinations, both in the classroom and on standardized tests. Furthermore, cloze tests have been proven to be the most accurate predictor of reading ability. Cloze tests are seen to be more efficient and trustworthy than reading comprehension exams that employ open-ended questions or short responses since they are easy to evaluate and do not rely on extensive written replies, as many reading comprehension tests do.

Cloze tests are used to assess readability and comprehension in students. The cloze process is frequently used to test readers' reading strategies or to help learners establish their own reading strategies. Cloze forces readers to be more conscious of the meaning by removing certain words, and it encourages them to apply reading skills such as scanning and seeking, which are typically overlooked in second language reading.

4) Observation

The most prevalent type of classroom-based reading evaluation is observation. Observation may be done in a variety of ways. One method is to keep track of which reading behaviors are seen using an observation checklist. Keeping anecdotal records is another option. Anecdotal recordings provide information regarding pupils' reading comprehension as well as the time, date, and names of individuals engaged.

b. The Student-Conducted Method

The student-conducted method is the method that the students select and direct their own learning activities in doing reading assessment. The types in this assessment include some technique such as summarizing, free recall test and retelling[79].

1) Summarizing

Summarizing is a type of academic literacy work that necessitates the use of both reading and writing skills. Writing a summary is usually thought of as a reading comprehension technique. Students may get quite adept at extracting the important events from the text while actively utilising some of the significant terms they discover within it by creating a summary. Furthermore, requiring pupils to write a summary after reading can be used to correctly assess their reading abilities.

2) Free recall test

Students are supposed to read the material and then write down all they can remember from it in a free recall test. This method is thought to offer a picture of the learner's progress.

3) Retelling

Retelling is a type of post-reading or post-listening recollection in which readers or listeners verbally or in writing convey what they remember.As a result, retelling is one of the post-reading exercises.The value of post-reading exercises cannot be overstated, because they contain at least three reading principles: students must be engaged with what they are reading,

---

[79]Cheng, Liying, William T. Rogers and Xiaoying Wang. 32 - 39.

students should be encouraged to respond to the text's content, and students should be fully used while reading texts. In a nutshell, the fundamental benefit of employing post-reading activities is diversity, which leads to activities that are positive, creative, original, successful, and enjoyable.

2. Listening Skill

    a.   The definition of listening skill

Listening comprehension involves recognizing and perceiving sounds, understanding vocabulary and structures, interpreting stress and intonation, and interpreting all this in light of the context of the utterances. The listening comprehension process, according to Byrnes, involves several complex cognitive processes that involve a great deal of activities. That is because, in order to comprehend a spoken message, listening comprehension requires a great deal of receptive, productive, and interpretive cognitive processes.[80]

While listening is often considered a passive activity, it is one of the key skills of English. Rather, listening involves making distinctions between sounds, understanding words and grammar, interpreting intonation, and retaining information to interpret it into the context of the conversation. Learning to listen is more complex than learning to hear. From a psychological perspective, hearing is the effect of vibrating the eardrum and firing electrochemical impulses to the auditory system. However, to truly listen, one must pay close attention to what is being said, and make sense of it. The act of listening is more demanding than hearing. The act of listening requires an understanding of the language, and the use of sound and words to emphasize the subject, situation, and context being communicated. [81]

    b.   The three basic of listening processing models

Taking into account that listening is a complex process, it is important to understand how listening comprehension works. There are three fundamental

---

[80]Nobuko Osada, "Listening Comprehension Research: A Brief Review of the Past Thirty Years," *Dialogue* 3 (2004): 53–66.
[81]Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2001.

processing models. These are bottom-up modeling, top-down modeling, and interactive modeling, as described below:[82]

1) Bottom – up processing, Listeners begin by looking at the smallest parts of the text: words, grammar, and so on. In the process of listening, the most specific components at the bottom are decoded to the most general components at the top, leading to complete texts. Bottom-up modeling is a process of learning where listeners start with individual sounds or morphemes as the smallest units of the acoustic message. Afterward, the words are merged and connected to make up phrases, clauses, and sentences. In the end, the combination of individual utterances leads to the emergence of ideas, concepts, and relationships among them. A major part of this process relies on the listeners' linguistic proficiency.[83]

2) Top – down processing, The listener uses background knowledge to understand the written and spoken messages. Listeners use new inputs as clues to understand the speaker's intent in order to comprehend what the speaker hears and make sense of the information they hear using their prior knowledge.[84]

3) Interactive processing, It is a combination of bottom-up and top-down processing to enhance listening comprehension. Listeners use their life knowledge to generate vocabulary and sentences as they gather information. Active listening, as embodied by the interactive model, focuses on listening preparation, context, and personal filters, as well as goal setting. Consequently, more integrated processing takes place.

Due to the complexity of listening, it is difficult to understand. In fact, learning to listen is more than receiving sounds and transmitting them to the brain; learners also need strategies in this regard. Learners must convert complex listening into effective listening. To make it easier for them to grasp the context and meaning, effective listening strategies should be used in this context.

---

[82]Pourhosein Gilakjani and Sabouri, "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement."
[83]Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*.
[84]Richards and Renandya.

Furthermore, Anderson and Lynch affirm that effective listening involves a multitude of skills, and that listening to someone face-to-face involves four steps.[85]

1) In Brown and Yule's view, one has to pick out the spoken signals amidst background noise. There are different types of speakers and their accents, their number and the speed at which they speak.[86]

2) Segmenting the speech into units must be done according to known words.

3) Understanding the speaker's intended meaning and the syntax of the utterances. Furthermore, the content should be clear to eliminate difficulty in understanding grammar, vocabulary, information structure, and background knowledge assumed.[87]

4) Formulating an appropriate response based on linguistic knowledge. According to Brown and Yule, support refers to the availability of photographs, diagrams, or other visual aids to make the text more understandable.[88]

c. Listening difficulties

Practically, acquiring effective listening comprehension is hampered by a few obstacles. Underwood described 7 factors that contribute to difficulty in listening comprehension. The obstacles are mentioned as follow:[89]

1) The speed of delivery is the main obstacle to reading comprehension. A student can control his or her own reading speed when it comes to reading comprehension. Conversely, in listening to audio, learners cannot control the speed of the speaker's speech.

---

[85]Selin Yildirim and Özgür Yildirim, "The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced by Language Learners: a Literature Review," *Abant Izzet Baysal University Egutim Fakultesi Dergisi* 16, no. 4 (2016): 2094–2110.

[86]David Nunan, *Language Teaching Methodology: A Textbook for Teachers. New York: Prentice Hall* (New York: Prentice Hall, 1991).

[87]Nunan.

[88]Nunan.

[89]Osada, "Listening Comprehension Research: A Brief Review of the Past Thirty Years."

2) When listening, it is not always possible to hear everything that has been said. However, the teacher may choose to replay an audio segment. It is the teacher's choice when and what will be re-played.

3) Limits of vocabulary building. It is not uncommon for learners not to know the vocabulary they have been exposed to. New vocabularies may be presented by speakers the listeners have not heard before. When the sentence uses idioms, proverbs, and colloquialisms that are unfamiliar to them, it is extremely difficult to predict the words or phrases. In addition, the foreign unfamiliar sounds are very different from their first language so that learners may lose concentration when confronting unknown words.

4) Having trouble recognizing signals that indicate to move from one section to another in the listening section. Occasionally, the signals in listening are not clearly stated. Pauses, gestures, loudness, pitch change, and intonation pattern are all signals that are easily missed. In some cases, students are too focused on a particular part of the lesson, so they miss the next part of the lesson.

5) Insufficient contextual knowledge. There are some students who do not understand the surface meaning of the text. Despite knowing the meaning of the text, they may have difficulty comprehending the whole message. Listening tasks require a greater level of comprehension. In addition, different pronunciation affects learners' abilities to cope with the situation heard in the audio.[90]

6) In a foreign language, it is harder to concentrate. Often, in listening sections, students feel that they are very tired and bored because it requires full concentration and effort to understand and follow the meaning. It can sometimes make them feel sleepy and they prefer to do other things during listening sections.

---

[90] Selin Yildirim and Özgür Yildirim, "The Importance Of Listening In Language Learning And Listening Comprehension Problems Experienced By Language Learners: A Literature Review," *Abant Izzet Baysal University Egutim Fakultesi Dergisi* 16, no. 4 (2016): 2094–2110.

7) Poor learning habits. It is possible that students have developed certain learning habits. Students may be asked to recite and repeat every word that they hear carefully according to their level in order to understand every word. Students become worried and have difficulty understanding texts if they encounter a phrase or text. Students seem to focus on every word when they are reading the book of listening. Usually, listeners tune in to specific items on TV or radio news broadcasts, and exclude others.[91]

According to Mendelsohn, despite its importance, listening skill is typically misunderstood by language learners due to its complexity, which causes anxiety.[92]

d. The importance of listening

According to Most, listening is a mental activity.[93] Language learners and teachers rely heavily on listening in order to learn and teach. At every level of language skill, there is a psychomotor process of receiving sound waves through the ears and transmitting them to the brain as well as physiological and cognitive processes.[94]

A crucial skill is being able to listen. Listening is a crucial language learning tool because it provides students with input that aids their understanding. Specifically, listening contributes to language proficiency.[95]Renukadevi asserts that the sounds, rhythms, intonations, and stresses of the language can be learned by listening. Furthermore, listening provides the learners with an opportunity to acquire pronunciation, vocabulary, and syntax as well as the ability to understand language simply from the tone,

---

[91] David Nunan, *Language Teaching Methodology: A Textbook for Teachers. New York: Prentice Hall* (New York: Prentice Hall, 1991).

[92]Rizka Amelia Isty, Fadly Azhar, and Fakhri Ras, "Correlation Between Self-Efficacy And The Listening Comprehension Of The Eighth Semester Students Of English Study Program FKIP-UR," *Jurnal Online Mahasiswa* 4, no. 2 (2017): 1–15.

[93]Seyedeh Masoumeh Ahmadi, "The Importance of Listening Comprehension in Language Learning," *International Journal of Research in English Education* 1, no. 1 (2016): 7–10.

[94]Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2001.

[95]Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*.

pitch, and accent of the speaker.[96]It is very beneficial for the learners to understand the nuances in the language that they wanted to learn. Listening offers aural input and enables the learner to engage with the other in spoken communication. This is why language learning involves listening a great deal. As a result of listening, the other abilities of language can be mastered and improved easily as well.

The ability to listen is an essential skill not only for academic success but also for life communication and language development. According to Mendelsohn, about 40-50% of all time spent in daily communication is spent listening.[97] Listening helps learners acquire pronunciation, word stressing, vocabulary building, and syntax, as well as understand language messages such as voice, pitch, and accent.[98]

Listening and understanding spoken language are important to oral communication. If people did not understand the context of spoken language, they would have difficulty understanding what they were saying. As a result, language learners should be taught and must master listening skills. Harmer offers several reasons why listening should be taught.[99]

1) When learners hear different varieties and accents, they reduce their comprehension to an important extent. Currently, students need to be able to speak not only one variety of English, but also varieties like American English, Australian English, Indian English, etc.

2) Students learn language unconsciously when they practice listening, even if teachers don't emphasize its characteristics. A large part of the language is derived from listening. In this course, students will learn about grammar, vocabulary, pronunciation, rhythm, intonation, pitch, and word stress.

---

[96]D Renukadevi, "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening," *International Journal of Education and Information Studies* 4, no. 1 (2014): 59–63.

[97] isty, Azhar, And Ras, "Correlation Between Self-Efficacy And The Listening Comprehension Of The Eighth Semester Students Of English Study Program FKIP-UR."

[98] Renukadevi, "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening."

[99]Jeremy Harmer, *How to Teach English* (Essex: Pearson Education, 2007).

3) Listening more helps students improve their listening skills. Listening comprehension tasks often build their mental models in a way that is beneficial to their ability to understand. Therefore, mastering listening skills will help them to become better listeners.

e. Listening Assessment and Testing Technique

In the teaching and learning process of listening, there are some ways of assessing tasks and techniques in testing listening. Helgesen and Brown outline some listening assessment and testing techniques.[100] They are as follows.

1) Discrete-item tests
   - Multiple choice questions following a listening test (responses scored
   - right or wrong)
   - True-falseformat(responsesscoreright or wrong)
   - Open questions following presentation of a listening text(questions
   - scored on a scale or correctness andcompleteness)
   - Standardized test scores (e.g., TOEFL or TOIEC)

2) Integrative tests
   - Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)
   - Close summarizing of a text (scored on correct completions of blanks)
   - Dictation, complete or partial (score based on supplying the correct missing words)

3) Communicative tests
   - Written communicative tasks involving listening (scored on the basis successful completion of a task, such as writing a complaint letter after heading a description problem).

---

[100]Helgesen, M. And S. Brown. *Practical English Language Teaching.* (London: Pearson Longman Inc. 2007)

4) Interview tests

- Face to face performances with the teacher or another student(scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions)

- Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale)

5) Self-assessment

- The learner rates self on given criteria, via questionnaire

- The learner provides holistic assessment of their own abilities via oral or written journal entries

6) Portofolio assessment

- The learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations maybe audio or videotaped.

- Portfolios may include any or all of the above types of objective and subjective measures

f. Listening Test in TOEFL

Listening is also one of sections in the TOEFL test along with structure and reading. Listening TOEFL has a purpose to achieve the target in TOEFL score. TOEFL stands for test of English as a foreign language that is created by ETS (Educational testing service). According to Mustafa & Anwar "TOEFL scores have been used to determine the level of English proficiency for EFL learners for various purposes. However, in repeat tests some lower scores fluctuate despite no additional classroom learning, thus they cannot be used to judge the English level of those taking the test".[101]

Listening score is often lower than structure and reading. The students are still difficult to choose the correct answer in answering listening TOEFL test. Thus, understanding the strategy in answering listening TOEFL test to improve listening

---

[101]Mustafa, F. & Anwar, S. Distinguishing TOEFL Score: What is the Lowest Score Considered a TOEFL Score?. *Social Sciences and Humanities*, (2018)1995 – 2008

TOEFL score is necessary.Types of Question in Listening TOEFL, there are three types of listening question, they are: Part A, Part B and Part C.[102]

1) TOEFL listening Part A

In part A can be found short conversation, such as, meaning question, implication, inference, suggestion, and prediction.

- Meaning question (In meaning question usually asked about main idea).

- Implication (The question that ask about the implication of the statement).

- Inference (An inference question requires to understand indirect meaning of the speech or idea).

- Suggestion (This question ask about suggestion or advice, such as what the woman suggests, what the man should do).

- Prediction (Identify the main topic or idea of short conversation).

2) TOEFL Listening Part B

In part B can be found long conversation, include topics and details.

- Topics(This question asked about what the topics of the conversation or what does the talk about).

- Details(This question usually asked following a conversation. This question related with the information of conversation. The information about what, where, when, who, how, and why

3) TOEFL Listening Part C

In part C have a short lecture or talk, like part B asked about topics and details, but in part B have long conversation.

To summarize, types of listening TOEFL include 3 parts. There are part A (short conversation), part B (long conversation, and part C (mini talks & lectures). There are 50 questions and 4 answers options of each questions; the student should choose only one the correct answer in the questions.

---

[102]Maisarah & Suciati,E. *Pengembangan silabus toefl listening untuk mahasiswa Non bahasa inggris dengan tingkat kemampuan Bahasa Inggris rendah*, 2017: 49-55.

B. Emotioanl Intelligence

1. The concept of Emotional Intelligence

The concept of Emotional Intelligence have known since 50 years ago. In 1948, emotional thought was considered to be apart of intelligence.No serious attemptwas 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.[103] Next, eight different types of intelligence was introduced by Gardner, which one of them namely personal intelligence became the root of the development of Emotional Intelligence.[104] 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.[105]

Bar-On defined emotional intelligence as an array of non-cognitive capabilities, competencies, and skills that influence one's abilityto succeed in the coping with environmental demands and pressures. He beliefs that EI addresses the emotional, personal, social, and survival dimensions of intelligence.[106] Salvoy and Mayer defined EI as an ability to perceive emotions, to access and generate emotionsso as to assistthought, to understand emotions and emotional knowledge, and toreflectively regulate emotions so as to promote emotional and intellectualgrowth.[107]

All in all, emotional intelligence is the ability to recognize emotions, understand what the emotions are telling, and realizehow the emotions affect people around. It also involves a perception of others: whenyou understandhow they feel, this allows you to manage relationships more effectively.

2. Models of Emotional Intelligence

---

[103]Khalil Motallebzadeh, "The Relationship between the Emotional Intelligence of Iranian EFL Learners and their Reading Comprehension and Structural Ability," *Journal of Teaching English as a Foreign Language and Literature* 1, no. 4 (2009): 39–55.

[104] H Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983).

[105] Mayer, Salovey, and Caruso, *Models of Emotional Intelligence. In R. J. Sternberg (Ed.), Handbook of Human Intelligence*.

[106]Geher and Bar-On, "The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, Description and Psychometric Properties."

[107] Motallebzadeh, "The Relationship Between The Emotional Intelligence Of Iranian Efl Learners And Their Reading Comprehension And Structural Ability."

a.   Bar-On model

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On developed the first measuring tool of emotional intelligence that was used as the term ―Emotional Quotient. He defines emotional intelligence as, understand oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On‚s model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented. It focuses on (1) a group of emotional and social abilities, including the ability to be aware of, understand, and express oneself, and the ability to be aware of, understand, and relate to others, (2) the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature. Bar-On mentioned that emotional intelligence develops over time and that it can be improved through training, programming and therapy.[108]

Bar-On found that individuals with higher than average E.Q.‚s are in general more successful in meeting environmental demands and pressures and deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one‚s potential to succeed in life.[109]

In his model, Bar-On outlines five components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management and general mood.

Emotional Quotient Inventory by Bar-On (2000)

---

[108]Reuven Bar-On, *The Bar-On Emotional Quotient Inventory (EQ-i)*, National, Description and Psychometric Properties (New York: Nova Science, 2002).
[109]Bar-On.

No	Major Scales	Sub Scales
1	Intrapersonal	• Emotional self-awareness • Assertiveness • Self-regard • Self-actualization • Independence
2	Interpersonal	• Empathy • Interpersonal-relationship • Social responsibility
3	Adaptability	• Problem Solving • Reality testing • Flexibility
4	Stress management	• Stress tolerance • Impulse Control
5	General mood	• Happiness • Optimism

1)   Intrapersonal

Intrapersonal comprises of Self-Regard, Emotional Self-Awareness, Assertiveness, Independence and Self-Actualization. It relates primarily to self-awareness and self-expression, governing our ability to be aware of our emotions and ourselves in general, to understand our strengths and weaknesses, and to express our feelings and ourselves nondestructively.

a) Emotional Self-Awareness is defined as the ability to be aware of and understand our emotions. Emotional self-awareness is the ability to recognize our emotions.

b) Assertiveness is defined as the ability to constructively express our feelings and ourselves in general. Assertiveness is thus composed of three basic

components: the ability to express our feelings, the ability to express beliefs and opinions, the ability to stand up for our rights and not to allow others to bother or take advantage of us.

c) Self-Regard is defined as the ability to accurately perceive, understand and accept ourselves. Self-regard is the ability to respect and accept ourselves as basically good. Respecting ourselves is the way we like ourselves and selfacceptance is the ability to accept our positive and negative aspects as well as our limitations and possibilities. A person with good self-regard feels fulfilled and satisfied.

d) Self-Actualization is defined as the ability to set personal goals and the drive to achieve them in order to actualize our potential. Fundamentally, selfactualization pertains to the ability to realize our potential capacities.

e) Independence is defined as the ability to be self-reliant and free of emotional dependency on others. This is the ability to be self-directed in our thinking and actions and to be free of emotional dependency.

2) Interpersonal

Interpersonal comprises Empathy, Social Responsibility and Interpersonal Relationship. It relates primarily to social awareness, skills and interaction. This meta-factor is, essentially, concerned with our ability to be aware of others‟ feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships. They understand, interact with and relate well with others. They inspire trust and functionwell as part of a team.

a) Empathy is defined as the ability to be aware of and understand how others feel. It is being sensitive to what, how and why people feel the way they do. Being empathetic means being able to „emotionally read‟‟ other people.

b) Interpersonal Relationshipis defined as the ability to establish and maintain mutually satisfying relationships and relate well with others. Mutual satisfaction describes meaningful social interactions that are potentially rewarding and enjoyable for those involved.

c) Social Responsibility is defined as the ability to identify with our social group and cooperate with others. Social responsibility is the ability to demonstrate ourselves as cooperative, contributing and constructive members of our social group (in the family, among friends and at work).

3) Adaptability

Adaptablity comprises Reality Testing, Flexibility and Problem Solving. It relates primarily to change management i.e., how we cope up with and adapt to personal and interpersonal change as well as change in our immediate environment.

a) Problem Solvinggoverns the ability to effectively solve problems of a personal and interpersonal nature. Problem solving entails the ability to identify and define problems as well as to generate and implement potentially effective solutions.

b) Reality Testinggoverns the ability to objectively validate our feelings and thinking with external reality. Reality testing, essentially, involves „tuning in„ to the immediate situation, attempting to keep things in correct perspective and experiencing things as they really are without excessive fantasizing or daydreaming.

c) Flexibility represents the ability to adapt and adjust our feelings, thinking and behavior to new situations. This entails adjusting our feelings, thoughts and behavior to changing situations and conditions.

4) Stress Management

Stress Management comprises of Stress Tolerance and Impulse Control. The component of emotional-social intelligence relates primarily to emotional management and control and governs our ability to deal with emotions so that they work for us and not against us.

a) Stress Tolerance is defined as the ability to effectively and constructively manage emotions. In essence, stress tolerance is the ability to withstand and deal with adverse events and stressful situations without getting overwhelmed by actively and positively coping with stress.

b) Impulse Controlis defined as the ability to effectively and constructively control emotions. More precisely, impulse control is the ability to resist or delay an impulse, drive or temptation to act. It entails a capacity for accepting our aggressive impulses, being composed and controlling aggression, hostility and irresponsible behavior.

5)   General Mood

General Mood comprises Optimism and Happiness. It is closely associated with self-motivation. It determines our ability to enjoy ourselves, others and life in general, as well as influences our general outlook on life and overall feeling of contentment.

a) Happiness is defined as the ability to feel content with ourselves, others and life in general. It is the ability to feel satisfied with our life, enjoy others and have fun. In this context, happiness combines self-satisfaction, general contentment and the ability to enjoy life.

b) Optimism is defined as the ability to maintain a positive and hopeful attitude towards life even in the face of adversity. It represents a positive approach to daily living and a very important motivating factor in whatever we do.

b. Goleman model

Daniel Goleman, a psychologist and science writer who has previously written on brain and behaviour research for the New York Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence in 1995, the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman's first model of emotional intelligence identified five domains or dimensions of emotional intelligence encompassing twenty-five competencies. Three dimensions, self-awareness, self-regulation, and motivation, described personal competencies related to knowing and managing emotions in one's self. The remaining two dimensions, empathy and social skills, described social competencies related to knowing and managing emotions in others. As Goleman refined his model, the self vs.

others distinction would remain an important dimension of his emotional intelligence typology.

A statistical analysis supported collapsing the twenty five competencies into twenty, and the five domains into the four: Self-Awareness, Self-Management, Social Awareness, and Relationship Management.[110] While the analysis verified that the competencies nest within each EI domain, it also suggests that the distinction between the social awareness cluster and the relationship management cluster may be more theoretical than empirical.

Goleman defines emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships."[111] Goleman's new model outlines four main EI constructs: self-awareness which is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions, self-management that involves controlling one's emotions and impulses and adapting to changing circumstances, social awareness deals with the ability to sense, understand, and react to others,, emotions while comprehending social network, relationship management considers as the ability to inspire, influence, and develop others while managing conflict.

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

---

[110] R.E Boyatzis, Daniel Goleman, and K Rhee, *Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI)s* (San Francisco: Jossey-Bass, 2000).
[111] Daniel Goleman, *Primal Leadership Realizing the Power of Emotional Intelligence* (Boston: The Harvard Business Review Press, 2002).

		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.

1) Self Awareness

Self-awareness is critical to understanding others and exhibiting empathy. The competencies in the self-awareness domain enable individuals to be recognized their own feelings and thoughts, as well as personal strengths and weaknesses.

a) Emotional Self-Awarenessis knowing what one feels and why. It is the ability to recognize on's emotions and their effects on self and others.Accurate Self-Assessment is a key to realize one,,s own strengths and weaknesses. Individuals who score high in accurate self-assessment are aware of their abilities and limitations, seek out feedback and learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths.

b) Self-Confidence is a belief in one‚‚s own capability to accomplish a task and select an effective approach to a task or problem. This definition includes confidence in one‚‚s ability as expressed in increasingly challenging circumstances and confidence in one‚‚s decisions or opinions.

2) Self-Management

Self-Managementrefers to the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity. Self-management covers the emotional intelligence competencies of motivation, optimism, and emotional control.

a) Emotional Self-Control is the ability to keep one‚‚s impulsive feelings and emotions under control and restrain from negative actions when provoked, when faced with opposition or hostility from others, or even when working under pressure.

b) Transparency also referred as an integrity, is having one‚‚s actions consistent with what one says. It includes communicating intentions, ideas, and feelings openly and directly, and welcoming openness and honesty, even in difficult situations.

c) Adaptabilityis the ability to be flexible and work effectively within a variety of changing situations and with various individuals or groups. Superior managers have been shown to exhibit this competence.

d) Achievement Orientationis not just accomplishing things. Rather, it is accomplishing things through one‚‚s own efforts, against a clear, challenging standard of excellence. This competency is most effectively engaged in situations that provide immediate and concrete feedback from a credible source.

e) Initiative is the ability to identify a problem, obstacle, or opportunity and take action in light of that to address current or future problems or opportunities.

f) Optimism is the persistence to pursue goals despite obstacles and setbacks. Optimism is a key ingredient of achievement because it can determine on's reaction to unfavorable events or circumstances.

3) Social-Awareness

Social Awareness domain includes three competencies: empathy, organizational awareness, and service orientation. Social Awareness competencies determine how we handle relationships.

a) Empathy gives people an astute awareness of others,, emotions, concerns, and needs. The empathic individual can read emotional currents, picks up nonverbal cues such as tone of voice or facial expression.

b) Organizational Awareness refers to one,,s ability to understand and learn the internal and external power relationships in an organization. The organizational awareness competency includes one,,s ability to identify real decision-makers and individuals with influence.

c) Service Orientation is a desire to help or serve others, in order to meet their needs. It means focusing on's efforts on discovering and meeting the custome's or clien's needs and distinguishes star sales performers from average ones.

4) Relationship Management

Relationship Management domain contains competencies that have the most direct effect on interactions with other people. In a fundamental sense, the effectiveness of one,,s relationship skills hinges on one,,s ability to attune to or influence the emotions of another person.

a) Developing Othersmeans to understand people's developmental needs and help in building their abilities. Although this ability is crucial for those who manage the leading work, it has also emerged as a vital skill for effective leadership at high levels.

b) Inspirational Leadership implies a desire to lead others. Inspirational leaders are able to articulate and arouse enthusiasm for a shared vision and mission, to step forward as needed, to guide the performance of others while holding them accountable, and to lead by example.

c) Influence is the ability to persuade, convince, or to impact on others in order to get support on specific agenda or course of action.

d) Conflict Managementis the ability to handle difficult individuals, groups of people, or tense situations with diplomacy and tact. This competency entails finding the best solution to a given problem or disagreement.

e) Teamwork and Collaboration represents the ability to work cooperatively with others, to be the part of a team, to work together as opposed to working separately or competitively.

C. Pragmatic Competence

1. The nature of pragmatic competence

Pragmatics is defined in a variety of ways. The phrase 'pragmatic competence' has been used since Chomsky to describe the ability to understand and use a language for a wide variety of purposes. It was seen as being opposed to grammatical competence, which was, in Chomskyan terms, the ability to recognize and understand form and meaning in texts.[112] Crystal, one of interest in second language pedagogy, define pragmatic as the study of language from the perspective of users, particularly their choices, the limits they face while using language in social interactions, and the effects these choices have on other participants in the communication act.[113] In other words, pragmatics is defined as the study of communicative action in its sociocultural context. According to Bialystok pragmatic competence includes: 1) the speaker‟s ability to use language for different purposes; 2) the listener‟s ability to get past the language and understand the speaker‟s real intentions (e.g. indirect speech acts, irony and sarcasm); and 3) the command of the rules by which utterances come together to create discourse.[114] O'Keeffe et al define it as the study of the relationship between context and meaning and add that pragmatics is concerned with accounting

---

[112]Arief Muadz, "Pragmatic Competence In Compliment Response Strategies in English," *Post Graduate Program Faculty of Cultural Science University of Sumatera Utara*, 2017, 1–60.

[113]Ekaning Krisnawati, "Pragmatic Competence in the Spoken English Classroom," *Indonesian Journal of Applied Linguistics* 1, no. 1 (July 1, 2011): 105–15, https://doi.org/10.17509/ijal.v1i1.102.

[114]Ellen Bialystok, "Symbolic Representation and Attentional Control in Pragmatic Competence," in *Interlanguage Pragmatics* (Oxford: Oxford University Press, 1993), 43–57.

for the processes that give rise to a particular interpretation of an utterance that is used in a particular context.[115]

Pragmatic competence refers to the ability to interpret indirect communicative intentions by bridging the gap between sentence meanings and speaker meanings. For successful communication, interlocutors infer meaning from the speaker based on a set of rational and universal principles, namely, the Cooperative Principle. In Carrell's view, pragmatic competence in L2 involves the ability to take correct conclusions. For example, Fraser includes figurative language utterances which violate the conversational maxims overtly and deliberately, requiring the understanding of conversational implicatures (e.g., the future is now as a violation of the maxim Quality, I wasn"t born yesterday as a violation of Quantity).[116]

2. Two components of pragmatic competence

The concept of pragmatic competence was introduced in 1983 by Leech & Thomas. It consists of pragmalinguistic competence as well as sociopragmatic competence. The goal of pragmaticlinguistics is to identify and elucidate the resources for conveying communication actions and interpersonal meanings. Pragmatic strategies, such as directness and indirectness, routines, and a group of linguistic forms that can intensify or soften communication, are examples of these resources. As an example, one of the research participants requested a permit extension because she was ill and couldn't complete it on time, while another said she had difficulty completing the assignment. Would there be a chance of an extension? In both cases, the speaker proposed reasons to get an extension, however, the first shows a very different attitude from the second. A question form and would are used by the latter speaker, softening the request; affirmative sentence is used to make the request sound imperative and imposing.[117]

[115] A O'Keeffe, B. Clancy, and S. Adolphs, *Introducing Pragmatics in Use.* (New York: Routledge, 2011).

[116] Yined Tello Rueda, "Developing Pragmatic Competence in a Foreign Language," *Colombian Applied Linguistics Journal*, no. 8 (April 4, 2011): 169–82, https://doi.org/10.14483/22487085.177.

[117] Lestari, "Teaching Pragmatics to Indonesian Learners of English."

The term sociopragmatics refers to the knowledge of how to select the best linguistic forms for a specific goal in a particular setting.Thus, Harlow defines sociopragmatic competence as the ability to adapt speech strategies appropriately based on a variety of social factors, such as the degree of imposition, the level of dominance, the distance between participants, and the rights and obligations of each participant. For instance, because of their lack of knowledge of L2 sociopragmatics and reliance on L1 norms, Japanese learners of English tend to omit an initial expression of positive opinion, such as I would love to when making a rejection. If the interlocutor is of higher status, the refusal usually consists only of a statement of refusal, followed by an expression of regret.igher status. The native speaker norm is usually to express a positive opinion of an invitation prior to refusing it.[118]

3. Pragmatic competence in second or foreign language classroom

Classroom discourse is formally and functionally limited for the development of pragmatic ability in a TL, when compared to real interaction outside the class. Cook points out that FL instructional settings are characterized by narrow input and practice due to two factors: first, the TL is treated as an object of study instead of a tool for communication and socialization; and, second, class structure is centered on the teacher. Thus, pragmatic instruction compensates for incomplete or misleading input provided to learners by academic talk, instruction, and L2 learning materials.[119]

Bardovi-Harlig and Hartford contend that traditional teacher-student talks are unequal status meetings, in which the teacher's speech does not serve as a model for the learners' speech. Furthermore, Mir found that an instruction could sometimes place an excessive emphasis on a particular semantic formula, resulting in the misuse of some formulas. Furthermore, many L2 learning materials present unrealistic input or ignore specific

---

[118] Lestari.

[119] Tello Rueda, "Developing Pragmatic Competence in a Foreign Language."

speech acts or language functions. For L2 learners, and especially for FL learners, contextualized, pragmatically relevant input, based on authentic and research-informed materials can make a significant difference at the early stages of acquisition..[120]

---

[120] Tello Rueda.