

CHAPTER VI

CONCLUSION AND SUGGESTION

This part is used to state the research's conclusion and address the suggestion to certain parties related to the research field. Here is the description of the chapter.

A. Conclusion

The path analysis research had four main objectives. After successfully conducted the research, the researcher came up with the following conclusion.

1. The Direct Contribution of Emotional Intelligence toward Students' Reading Proficiency

The result showed that the estimate value was .063 and the P-value was .001, then it could be said that the contribution of emotional intelligence toward listening skill was very weak. However, it can be concluded that the higher students' emotional intelligence, the more their reading proficiency will be.

2. The Direct Contribution of Emotional Intelligence toward Students' Listening Proficiency

The result revealed that the estimate value was .110 and the P-value was .002, then it could be said that the contribution of emotional intelligence toward listening skill was very weak. It can be concluded that the higher students' emotional intelligence, the more their listening proficiency will be.

3. The Direct Contribution of Pragmatic Competence toward Students' Reading Proficiency

The result revealed that the estimate value was 1.414 and the P-value was .000; lower than .05. It can be concluded that the higher students' pragmatic competence, the more their reading proficiency will be.

4. The Direct Contribution of Pragmatic Competence toward Students' Listening Proficiency

The result revealed that the estimate value was .776 and the P-value

was .000; lower than .05. So, it can be concluded that the higher students' pragmatic competence, the more their listening proficiency will be.

5. The Indirect Contribution of Emotional Intelligence toward Students' Reading Proficiency Mediated by Pragmatic Competence

The finding revealed that the significant indirect contribution of emotional intelligence towards reading skills which was mediated by pragmatic competence did not exist. The indirect contribution emotional intelligence through pragmatic competence toward reading proficiency was .1018, which meant the indirect contribution was very weak. The Z-Sobel (Sobel test) was .5139 ($z < 1.96$) with p -value .607 ($p > .05$). It meant that H_0 was supported so that there was no significant indirect contribution of emotional intelligence through pragmatic competence toward reading skills (RE<--- PC <--- EI).

6. The Indirect Contribution of Emotional Intelligence toward Students' Listening Proficiency Mediated by Pragmatic Competence

The finding revealed that there was a significant indirect contribution of emotional intelligence towards listening skills which was mediated by pragmatic competence. 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, so that it could be stated that there was a significant indirect contribution of emotional intelligence through pragmatic competence toward listening skills (LC <--- PC <--- EI).

B. Suggestion

The researcher gives some suggestions to some parties according to their role in the research.

1. For the students

The students should know the importance of emotional intelligence and pragmatic competence since they significantly contribute to reading and listening comprehension achievement. They must be aware of their emotions and the pragmatic interlanguage competence so they can determine specific strategies when reading activity and listening activity are possessed.

2. For the teachers or lecturers

For the teacher, fostering emotional intelligence and pragmatic competences should be actively conducted to ease students reading and listening comprehension. Providing any strategies and training for the students would be beneficial to increase the emotional intelligence and pragmatic competence.

3. For the next researchers

For the subsequent researchers, it is needed to enlarge the field of this research. Designing different research models seems to be worth enriching the field of research. Moreover, the next researcher could also conduct similar research in a different environment to strengthen and enrich the discussion.