



**THE CORRELATION BETWEEN STUDENTS' VERBAL-LINGUISTIC
INTELLIGENCE AND THEIR READING COMPREHENSION ACHIEVEMENT**

Thesis

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF EDUCATION
JEMBER UNIVERSITY**

2023



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Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at the English Education Program, Language and Arts Departments, the Faculty of Teacher Training and Education, Jember University

By:

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MOTTO

“The measure of intelligence is the ability to change”

-Albert Einstein



DEDICATION

With genuine grateful and warmness regard, this thesis is dedicated to:

1. My beloved parents who always love and encourage me without any judgments.
2. My beloved whole family who always be patient for me.
3. My beloved friends who always support me to accomplish this thesis.



SUPERVISORS' APPROVAL

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Education Study Program of the Language and Arts Education Department, Faculty of
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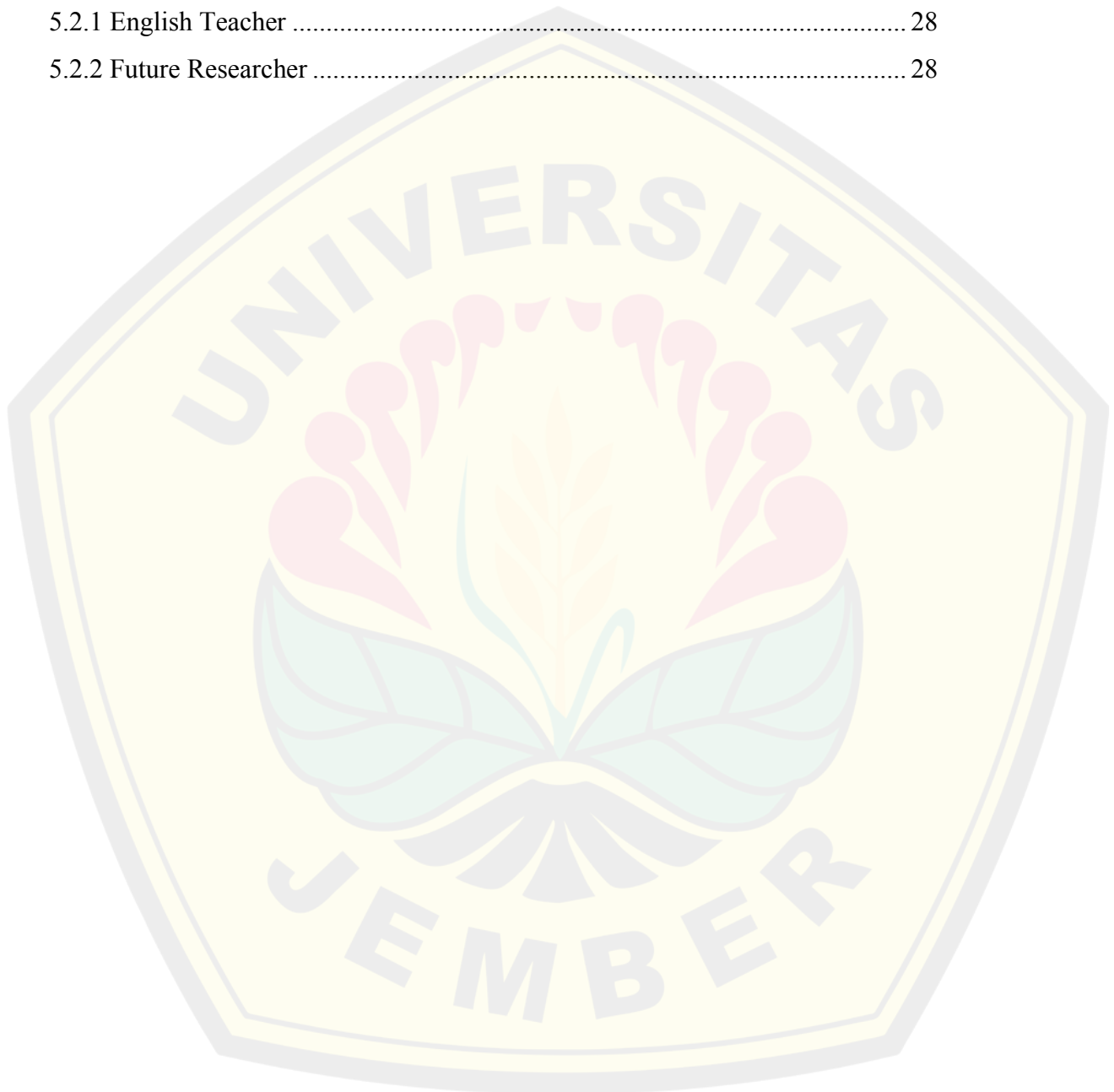
Jember 26 Juni 2023

The writer

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SUMMARY

The Correlation Between Students' Verbal-Linguistic Intelligence and Their Reading Comprehension Achievement at Senior High School Level; Milchatin Shirfa; 160210401007; 2023; pages; English Language Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is one of the possibilities that can help students to achieve their success in learning. Reading comprehension skill can provide possibilities to help students achieve their success in learning. By reading a lot of books, articles, journals and many other reading resources, students are able to get new information and knowledge which can bring them to get better in education. Indonesian English proficiency is rated low. English Proficiency Index on English First (2020) revealed that Indonesian was ranked 74th out of 100 countries in 2020. As a result of low English Proficiency of Indonesian, many Indonesians have poor performance in language learning skill including reading skill. However, there are internal and external factor that have an effect on the result of their reading comprehension. One of the factors that the researcher wants to investigate is their intelligence as an internal factor that comes from each individual.

Although numerous studies on the relationship between students' multiple intelligences and their reading comprehension have been done, most of the studies involved students at the university level. There were still few studies examining school students. To fill this gap, this study will examine the relationship between students' verbal-linguistics intelligence and their reading comprehension achievement in senior high school level. The researcher will collect the data at Senior High School level. After the researcher collect the data of the research, the data will be analyzed by using SPSS. This research uses the correlation formula by Pearson Product Moment Correlation to analyze the data. Pearson product moment correlation will be used to analyze the data which is collected from the result of the two variables measurement.

CHAPTER I INTRODUCTION

This introductory chapter gives the readers information about some aspects related to the topic of the research. They are the background of the research, the problem of the research, the objective of the research, and the contribution of the research.

1.1 The Background of The Research

Reading comprehension skill can provide possibilities to help students achieve their success in learning. By reading a lot of books, articles, journals and many other reading resources, students are able to get new information and knowledge which can bring them to get better in education. Reading is one of the most important factors that can support the process of mastering the other skills and it makes the students more successful in the academic field. Through reading the students acquire information and they will help develop their knowledge. However, Indonesian English proficiency is rated low. English Proficiency Index on English First (2020) revealed that Indonesian was ranked 74th out of 100 countries in 2020. As a result of low English Proficiency of Indonesian, many Indonesians have poor performance in language learning skill including reading skill. Reading skill cannot be separated from comprehension skill. Reading comprehension still becomes problems for Indonesian language learners. However, there are internal and external factor that have an effect on the result of their reading comprehension. One of the factors that the researcher wants to investigate is their intelligence as an internal factor that comes from each individual.

Mirzaei, Domakani and Heidari (2014) revealed that there are nine multiple intelligences based on Gardner's theory namely verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial, musical-rhythmic, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic and existential intelligence. From the nine multiple intelligences, an individual may be able to master one or two or even all of them because Gardner believes that every people can change or increase the intelligences through training and practice. He also notes that the linguistic and logical-mathematical modalities are most typed valued in school and society. Gardner also believes that people have multiple intelligences and people can be smart in many different ways.

Ahvan and Pour (2016) in their research found that Multiple Intelligence such as logical-mathematical, visual-spatial, verbal-linguistic, intrapersonal, interpersonal, bodily-kinesthetic, and naturalistic have a significant positive relationship with students' academic performance achievement, whereas musical intelligence was a tunable negative predicator for students' academic performance achievement.

One of the multiple intelligences that have strong relation with reading skill is verbal-linguistic intelligence. Verbal-linguistic intelligence enables someone to communicate through language. There are many characteristics of verbal-linguistic intelligence such as being excellent in interpreting the language, being excellent speakers, love reading, writing, like to learn new languages. There were some previous studies about the relationship between students' Verbal-linguistic Intelligence and their reading comprehension. Hasanah (2013) did a research about improving students' motivation in reading comprehension by using multiple intelligence strategies and the result of the study state that the problem in motivating students to read can be solved by using Multiple Intelligence strategies and there was improvement on students' reading comprehension. She also suggests that teachers should be able to use the Multiple Intelligences strategies as an alternative way of motivating students and creating enjoyable learning experiences. So, it can be concluded that multiple intelligence has a good contribution to the English classroom activity, especially on reading comprehension.

Tabrizi (2016) studied about Multiple Intelligence and EFL learners' reading comprehension and found that all types of the students' Multiple Intelligence profile have significant relationship with the reading comprehension scores and the verbal-linguistic intelligence have the most significant predictor of the students' reading comprehension. In the study of Gaines and Lehmann (2002) the effect of Multiple Intelligence (MI)-based project on reading comprehension skills of a group of learners was examined, with the main focus of identifying major problems faced by the learners in reading text and the findings state that using Multiple Intelligence strategies can be helpful in developing learners' reading comprehension. Since reading is very important to be mastered by students, teachers have to know and upgrade their background knowledge. Teachers' knowledge about how to organize classroom and to understand every student conditions makes teaching and learning process more effective and it can help students improve good achievement.

There have been numerous studies focusing on the relationship between students' multiple intelligences and their reading comprehension. Most of the studies attempted to investigate the relationship between multiple intelligences and reading comprehension in academic level such as the one conducted by Pazooki, et al. (2018). The findings of this research indicated that the multiple intelligence profile of the medical students who complete Multiple Intelligences Developmental Assessment Scales (MIDAS) questionnaire included interpersonal, linguistic, and logical-mathematical intelligences with the higher mean compared to the other intelligences. Furthermore, the result of the Pearson correlation and multiple regression

analysis in this research revealed that there is a positive relationship between medical students' MI profile and reading comprehension skill. Sabet (2016) investigated the relationship between multiple intelligences and reading comprehension of 57 medical students at the Guilan University of Medical Sciences and the results of Pearson correlation demonstrated a positive but weak relationship between medical students' Multiple Intelligence and their reading comprehension ability. The findings also revealed that among the components of multiple intelligences of the medical students verbal-linguistic intelligence was prevalent. Based on some previous studied which were conducted at university level, this study would like to conduct the research dealing the relationship between students' verbal-linguistics intelligence and their reading comprehension in senior high school level.

1.2 Research Problem

Based on the background above, the problem that will be identified in this study is:

“Is there any significant correlation between senior high school students' verbal-linguistic intelligence and their reading comprehension achievement?”

1.3 Research Objective

Based on the research problem above, the objective of this study is to find out whether or not there is a significant correlation between senior high school students' verbal-linguistic intelligence and their reading comprehension achievement.

1.4 Research Contribution

The results of this research are expected to give significant contributions to the future researchers and the English teachers empirically and practically.

1. Empirical Contribution

The result of this research is expected to reveal some important information about the relationship between students' verbal linguistic intelligence and their reading comprehension in senior high school level which has not been explored yet which can be used as reference for further studies in the field of verbal-linguistic intelligence.

2. Practical Contribution

The results of this research are expected to give information to the teacher to know about how strong the relationship between verbal-linguistic intelligence and students' reading comprehension is and it can be very useful for the teacher as a reference in providing students with a variety of activities to explore their intelligences in English class.

CHAPTER II

LITERATURE REVIEW

This chapter presents some issues related to the topic of the research. They are verbal-linguistic intelligence, reading comprehension, previous related studies and hypothesis.

2.1. Verbal Linguistic Intelligence

Multiple Intelligences is a theory that describes about how students learn and acquire information in different ways. Mirzaei, Domakani and Heidari (2014) revealed that Multiple Intelligences is a theory that is found by Howard Gardner in 1983 that suggests human intelligence can be differentiated into eight modalities: visual-spatial, verbal-linguistic, musical-rhythmic, bodily-kinesthetic, logical-mathematical, interpersonal, intrapersonal, and naturalistic. From those modalities, it can be concluded that Multiple Intelligences are about the use of words, numbers, pictures and music, the importance of social interactions, introspection, social movement and being in tune with nature. Moreover, Gardner in 1983 claims that people can develop their multiple intelligence, one, some of intelligences or all of them because Gardner believes that every people can change or increase the intelligences through training and practice. Teaching and learning using multiple intelligences is very important for both students and teachers. By applying the theory of multiple intelligences in the classroom, the teachers can consider the different types of students they might have in their class, reinforce all types of intelligences in every student and enable each student to utilize their specific abilities.

Snyderman and Rothman in Maisyarah (2016) defined that intelligence is the ability that a person has to deal with something that they can get and learn from phenomenon and/or events and how to solve and learn the problem. It can be concluded that intelligences of each person are not the same. It means that someone's intelligence can be changed and/or can be improved. Teaching and learning using multiple intelligences is very important for both teachers and students. By applying the theory of multiple intelligences in the classroom, the teachers can consider the different types of students they might have in their class, reinforce all types of intelligences in every student and enable each student to utilize their specific abilities.

Based on the eight intelligences describe by Armstrong (2009) verbal-linguistic intelligence is the capacity to use words effectively. It can be concluded that, verbal linguistic is the most suitable intelligence that has relation with students' reading ability because students with verbal-linguistic intelligence might have the ability to use words in written or spoken language better than others. They are also excellent in interpreting the language and they are able to manage language ability that involves reading, speaking, articulating, expressing and

delivering their thoughts or feelings. These individuals are typically very good at memorizing information and it means that they are also good at memorizing vocabularies when the students are rich in vocabulary it also makes them get the meaning of what they have read quite easily and it can lead them to master other language skill and components.

Armstrong (2009) also state that there are four sensitivities of linguistic intelligence. They are phonology (this study is about how sounds are organized and used in natural languages), Syntax (the study of the rules of words or how grammars are constructed and other elements of sentence structure are combined to form grammatical sentence), Semantics (the study about the meaning of the language linguistic expressions) and pragmatics (the use of context in understanding and producing speech or about the language use) those are important to be combined in order to balance the linguistic intelligence. Besides having the four sensitivities, linguistic intelligence also has four important aspects that proved of striking importance in human society. Those four aspects as the indicator of linguistic intelligence are “rhetoric” which is defined as the ability to use language orally in front of many people to persuade others such as debate and public speaking, “mnemonic” which is the capability to use language to help someone to remember information, “explanation” which is the ability to use language in providing the information, and “metalinguistic” which is the ability to learn language itself.

2.2. Reading Comprehension Achievement

Reading is defined as an active process of constructing meanings of the words from the text to get the message or information send by the writer. Reading is a process of communication between the reader and the text. When the reader reads a text, the reader does not only have to find the information, but also the reader has to engage the meaning of the text and what the author wants to say in the text with the reader’s background knowledge. Lems et al. (2010) stated that reading is an interactive process that takes place between the text and the strategy that the readers use with their background knowledge. It can be concluded that reading is an interactive process between the reader and the text in order to get the idea from the text. While doing reading activity the students need to engage themselves with the written form of language by interacting and using their background knowledge.

Reading is closely related with comprehension because comprehending the meaning of the text is very important and it is the goals of reading activity. Reading comprehension is the act of how the readers build up understanding the meaning of the text they read. In reading comprehension, the readers are expected to be able to understand the information that the

authors want to say in the text. Klinger and Vaughn (2007) stated that reading comprehension is the process of constructing the meaning by coordinating several complex process that include word reading, word and world knowledge, and fluency. Moore (2015) stated that comprehension depends not only on characteristics of the reader such as prior knowledge and working memory, but also on language processes such as basic reading skills, decoding, vocabulary, sensitivity to the text structure, inference and motivation. It also requires effective use of strategic process such as metacognition and comprehension monitoring. Comprehending the text is not easy because the reader needs higher concentration in reading activity to construct a better understanding of the meaning of the text.

According to Clymer in Danny and Timothy (2008) there are three levels of comprehension that are important and needed to be fostered. They are literal comprehension, inferential comprehension, and critical comprehension. Literal comprehension is also known as the primary step in reading comprehension to identify facts directly stated in the text. This level is the simplest form of locating information in texts because the information is stated directly in the text. This literal comprehension requires a reader to be able to retell or recall the facts or information presented in the text. The next level is inferential comprehension. This level involves the reader comprehension and how far they can conclude the text they get among the information that are not explicitly stated. In other words, the reader can comprehend the indirect meaning. It can be found as knowing the cause and effect, making conclusion, etc. The last level is critical comprehension or evaluative comprehension. This level is the highest level of comprehension. It involves making critical judgment from each individual about the information that is stated in the text. In this level the reader does not only interpret the writers' idea but also conveys a critical thinking of what was written by the author of the text. Besides that, there are some factors that influence the students' reading comprehension. Not only the levels of comprehension that is important to be fostered but also the factors of reading comprehension. There are some factors that can affect students' reading comprehension.

Nugraheni and Nuardi (2018) stated that there are five factors that affect the students' reading comprehension, namely intelligence, experience, mechanics of reading, interest and interest span, and skill of comprehending. Students have different intelligence, so it will be possible for them to have different comprehension. That is why intelligence is one of the factors that influence the students' reading comprehension. The second factor is student's individual experiences. Students with limited experience may have difficulty in comprehending many ideas and activities than those who have many experiences. The next factor is mechanics of reading. Student will be easier to comprehend the reading text if they mastered the skills of

word attack and word meaning and if they learned to handle material properly. Then, interest and interest span can also influence students' reading comprehension. The interest span is related to personality factors. Students who have unfortunate experiences at home or at school may be unable to preserve when required to comprehend the reading passage. The last factor is the skills that influence the depth and amount of comprehension. The skills of comprehension are the strategies that a reader uses to construct the meaning and retrieve information of the text.

Achievement is defined as how much the students comprehend the text or how much the result that students get and it can be measure using the test. It is supported by Huges (2003) that achievement is related to the test that is done to discover how successful students have been in achieving the objective of a course. Maisyarah (2016) state that reading comprehension can affects reading achievement because reader's comprehension to the text will increase or decrease reader's achievement in reading. Reading achievement is a result of reading comprehension and it can conclude that reading achievement has similar meaning with reading comprehension.

2.3. Verbal-linguistic Intelligence and Reading Comprehension Achievement

Intelligence is one of the important things needed in the learning process. Therefore, it is necessary to do classroom learning activities that can support students to take the advantage of the intelligence they have. Students' reading comprehension achievement is one indicator that is usually used to measure students' foreign language learning ability. Reading skill plays an important role in language learning. The goal of reading is reading comprehension because by comprehending the reading text students can develop the knowledge, skills and strategies they should have to become proficient and independent readers who read with knowing the meaning. While reading, the students are expected to construct the meaning from the text. One of the multiple intelligences that have strong relation with reading skill is verbal-linguistic intelligence. Besides that, based on the eight intelligences that are developed by Howard Gardner, the most suitable intelligence for human language is linguistic-intelligence. Verbal-linguistic Intelligence and Mathematical intelligence are commonly used as the main focus of someone's intelligence and those two intelligences have been used before other intelligences and those intelligences also are used as IQ measurements. Not only that they are used as IQ measurement, both intelligences also become standardized test in some academic assessment such as National Assessment of Educational Program (NAEP), Iowa Test of Basic Skill (ITBS), etc.

Armstrong (2009) state that linguistic is the capacity to use the words effectively. Verbal-linguistic Intelligence involves high sensitivity to words and language. People with high verbal-linguistic intelligence love reading, writing, listening, speaking, explaining, storytelling, and analyzing language. Those characteristics of verbal-linguistic intelligence are suitable to be owned by language learner because they learn and study about language and words. From those characteristic people who have good verbal-linguistic intelligence will have good ability to know about language whether in oral or written form. So, it can be concluded that verbal-linguistics intelligence is one of the intelligence that can influence students' writing and reading ability because verbal-linguistic intelligence is the intelligence in understanding structure, words, sound and language meaning.

2.4. Previous Study on the Relationship between Students' Linguistic Intelligence and Their Reading Comprehension Achievement

There are some relevant researches about verbal-linguistic intelligence and reading comprehension. Maisyarah (2016) did a research on the correlation between students' verbal-linguistics intelligence and their reading achievement. Samples of her study were 39 students from the fifth semester of Department of English Education of one state Islamic university in Indonesia. Using verbal-linguistic intelligence questionnaire and reading comprehension achievement test to collect data, she found that there was no significant correlation between students' verbal-linguistic intelligence and their reading achievement.

Esmeli (2014) investigated the relationship between multiple intelligences and writing ability of Iranian female and male students. The participants of this research were forty students. Twenty of the participants were females and twenty of them were males who studied at English language and literature at a University. They were given Amstrong's MI questionnaire as well as a writing test. The result of this study indicated that there was no significant relationship between components of MI and writing ability of Iranian female and male students.

Sabet (2016) investigated the relationship between multiple intelligences of a group of L2 learners and their reading comprehension ability. The participants were 157 medical students of Guilan University. The research used Multiple Intelligences Developmental Assessment Scale (MIDAS) and a reading comprehension test as the instruments of the research. The result revealed that among the components of multiple intelligence of the medical student verbal-linguistic intelligence was prevalent. The correlation demonstrated a positive but weak relationship between medical students' MI and their reading comprehension ability.

The findings also indicated that there is no difference in intelligence between male and female medical students except in naturalistic intelligence.

Hashemi (2007) investigated the relationship between multiple intelligences and reading ability. The participants were 122 Iranian undergraduate EFL students selected from Islamic Azad University, Raudehen Branch. The researcher used IELTS test as the main instrument for testing reading ability and Mckenzie's questionnaire to identify students' multiple intelligences profiles. The result from correlational design revealed that verbal-linguistic intelligence and kinesthetic intelligence made the greatest contribution toward reading comprehension.

Although numerous studies on the relationship between students' multiple intelligences and their reading comprehension have been done, most of the studies involved students at the university level. There were still few studies examining school students. To fill this gap, this study will examine the relationship between students' verbal-linguistics intelligence and their reading comprehension achievement in senior high school level.

2.5. Research Hypothesis

Based on the research problem and the related literature review above, the research hypothesis is formulated as follow "There is no significant correlation between senior high school students' verbal-linguistic intelligence and their reading comprehension achievement"

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. The research methodology consists of the design of the research, research context, research participant, the data collection method, and data analysis method.

3.1. The Design of the Research

From the objective of the research which is intended to know whether or not there is a significant correlation between senior high school students' verbal-linguistic intelligence and their reading comprehension achievement, this study choose a correlational research as a research design. Cresswell (2012) state that correlational designs provide an opportunity for the researcher to predict score and explain the relationship among variables. Correlational research only measures the degree of the relationship, not the cause and effect of the relationship. This study investigates the relationship between two variables. The variables are independent and dependent. The independent variable is "verbal-linguistic intelligence" and dependent variable is "reading comprehension". Cresswell (2014) state that there are three possible results in correlational study. They are positive correlation (both variables improve or decrease), negative correlation (variables move in opposite direction such as one variable increase and one variable decrease) and the last possible result of correlational study is zero correlation (a value of zero correlation indicates that there is no relationship between the two variables being compared).

The procedures of this present research are as follows:

1. Formulating the research problem based on the previous research findings.
2. Doing the literature study to find the theoretical assumptions and empirical evidence related to the research problem.
3. Determining the research design (Correlation Research) and adapt research instruments (Verbal-Linguistic Questionnaire).
4. Determining the sample from the population of the research which is taken from one of class in each grade in senior high school level.
5. Checking the questionnaire's reliability and validity to the advisor
6. Collecting the main data by collecting final reading comprehension achievement score from the English teacher and administering verbal linguistic questionnaire to the research respondents.
7. Analyzing the score of the verbal-linguistic questionnaire and reading comprehension.

8. Drawing conclusion based on the result of the data analysis to answer the research problem.
9. Writing the research report.

3.2. Research Context

This research is conducted at one of senior high schools in the regency of Jember, East Java. In this research, purposive method was used to determine the area. According to Arikunto (2010) purposive method is the method that is used based on particular reason and purposes. This school is chosen because of some considerations. The first reason is the school principal has given the permission to conduct the research at that school. The second reason is the English teacher at this school has English score based on each skills. The third reason is there is no researcher before that did the research about the correlation between students' Reading Comprehension and their Verbal-Linguistic Intelligence. Because of those reasons, the researcher wants to know whether or not there is the correlation between students' Reading Comprehension and their Verbal-Linguistic Intelligence and conduct the research at this school.

3.3. Research Population and Samples

3.3.1 Research Population

According to Sanjaya (2013) population is the group whom the researcher would like to generalize the result of the study. The populations of this research are the student at eleventh grade of senior high school in regency of Jember, East Java in academic year 2022/2023.

The population of the research can be seen in the following column:

GRADE	Σ CLASS	Σ PARTICIPANT
XI A	1 Class	26 students
XI B	1 Class	27 students
XI C	1 Class	23 students
XI D	1 Class	20 students

3.3.2 Research Samples

The target sample of this study is chosen by using cluster sampling technique. Wilson (2020) states that cluster sampling refers to the sampling such the population in divided into clusters or groups and for the final sample. A random sample is taken from these clusters by lottery to take one grade among the existing three grades in total as the research samples. This research sampling technique is used based on some several reasons. The first reason is the

populations of the research is too large and consist of many classes. The second reason is there is not enough time to collect the data with twelve classes in total. From those reason, the researcher decided to use the cluster sampling to collect the find the sample.

3.4. Data Collection Method

In collecting the data, the researcher uses questionnaire. According to Cresswell (2012) the function of research instruments is to measure achievement, observe the behavior, asses the personal ability and develop a psychological profile of a person. In this research, the researcher use verbal-linguistic questionnaire. The researcher provides the questionnaire to measure the level of students' verbal-linguistic intelligence. Then, after getting the score of the verbal-linguistic questionnaire the reseacher will collect final test of reading comprehension score from the teacher to know the students' reading comprehension score. After collecting the instrument data and the reading comprehension score, the researcher will measure the relationship.

3.4.1 Verbal-Linguistic Questionnaire

Verbal-linguistic questionnaire is given to the students to measure how far the students' verbal-linguistic intelligence. This research uses verbal-linguistic intelligence questionnaire that is from 10 MI Inventory for adults by Thomas Armstrong. The structure of the Verbal-Linguistic Intelligence Questionnaire consists of general characteristics of Verbal-Linguistic Intelligence. The researcher will give the students 20 item of verbal-linguistic question that have been translated to Indonesian language. The students should answer the self-report questionnaire based on five Likert-scale and check the column on the scale that reflect their feeling. In each question, the participants are required to choose one from five scales (1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree).

The questionnaires are given to the students in Indonesian language to make them . The researcher translated the questionnaire into Indonesian and it is validated by this research proposal consultant. Validation of the instrument are conducted to know whether the instrument capable to collect the data or not. From the validator, the researcher is expected to get some feedback about the content of the questionnaire and also get some suggestion from the validator. In term of the reliability test, tryout test for the questionnaire is used to measurer the reability. To find out reliability of the instrument, the researcher will analyze the score using Split-half.

3.5 Data Analysis Method

After the researcher collect the data of the research, the data will be analyzed by using SPSS. This research uses the corelation formula by Pearson Product Moment Correlation to

analyze the data. Pearson product moment correlation will be used to analyze the data which is collected from the result of the two variables measurement in interval scale. In this research, the researcher using Maisyarah (2016) product moment interpretation as bellow.

Table 3.2

The Interpretation of Pearson Correlation

The Score of “r” product moment (Rxy)	Interpretation
0.00-0.19	There is a relationship between X and Y, but the relationship is very weak or little so it is ignored or it is considered no relationship in this rating.
0.20-0.39	There is relationship between X and Y, but it is weak or little.
0.40-0.59	There is a relationship between X and Y. the value is medium.
0.60-0.79	There is high relationship between X and Y.
0.80-1.00	There is a very high relationship between X and Y.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter discuss the result of the research. It consists of the data finding and discussion. In the research finding, the researcher analyses the data which was found in the field using Pearson Product Moment correlation formula to find out whether or not there is a correlation between two variables. In the discussion the researcher explains why such result was found in the study.

4.1 Research Result

The research was conducted at SMK AL-HASAN one of Senior High School in Jember Regency. This research is conducted at one of eleventh grade class in academic year 2022/2023. This research was conducted using verbal-linguistic intelligence questionnaire to measure the students' verbal-linguistic Intelligence and the researcher take the students' reading comprehension score from the teacher to know the students' reading comprehension achievement. The verbal-linguistic intelligence questionnaire consisted of 10 items that was adapted from MI Inventory for adults by Thomas Armstrong. The data that were gotten are:

4.1.1 Reading Comprehension Achievement

These are the score of reading comprehension achievement which were collected from the teacher:

Table 4.1

The Reading Comprehension Score of Eleventh Grade Students of SMK Al-Hasan Jember

Participant	Reading Comprehension Score (X)
Student 1	74
Student 2	76
Student 3	77
Student 4	77
Student 5	74
Student 6	75
Student 7	74
Student 8	72
Student 9	74
Student 10	72

Participants	Reading Comprehension Score (X)
Student 11	72
Student 12	74
Student 13	74
Student 14	74
Student 15	77
Student 16	75
Student 17	77
Student 18	74
Student 19	74
Student 20	74

From the table above, the total number of the students were 20 students. There were 10 students got 74 score, 4 students got 77 score, 3 students got 72 score, 2 students got 75 and the last 1 student got 76 score. The statistical score of reading comprehension achievements were counted using frequencies of Descriptive Statistics in SPSS statistics program to know mean, mode, median and standard deviation of the reading comprehension achievement score.

Table 4.2

The Statistical Score of Reading Comprehension Achievement

Statistics		
Reading Comprehension		
N	Valid	20
	Missing	0
Mean		74.50
Std. Error of Mean		.359
Median		74.00
Mode		74
Std. Deviation		1.606
Variance		2.579
Range		5
Minimum		72
Maximum		77

From the statistics table above, the respondents of this study were 20 students. The mean of reading comprehension achievement score was 74.50 which meant that the average score students obtained. The median or the middle score of verbal-linguistic intelligence was 74.00. then, the mode score or the score that appeared the most was 74. It meant that most of students obtained 74 in reading comprehension score. In addition, the highest score of the reading achievement score was 77 and the lowest score was 72. Therefore, the range score between the highest and the lowest score was 5. For the score are characterized as follow:

Table 4.3
The Scoring Range of Reading Comprehension Achievement

Score	Characterized
80-100	A
70-79	B
60-69	C
50-59	D
0-50	E

An “A” is characterized as an excellent score. It is the highest score and the students who obtained it, passed the test excellently. Then, “B” is characterized as a good score. Next, “C” is characterized as a medium score, or the test takers passed the test but it is recommended to retake the test or have remedial test. Then, “D” and “E” score is characterized as a bad score or the test takers failed to pass the test. Based on the data description above, it revealed that most of students obtained score 60, in which score 60 is characterized as C, a medium score, the test takers passed the test but it is recommended to retake the test o have remedial test. From the data, it can be concluded, that the students in medium position of reading achievement.

4.1.2 Verbal-Linguistic Intelligence Questionnaire Score

The verbal-linguistic intelligence score was taken from the verbal-linguistic intelligence questionnaire that is from 10 MI Inventory by Thomas Armstrong. The verbal linguistic intelligence questionnaire score is divided into three categories. High average, average and low average level in verbal-linguistic intelligence. The following table consisted of scoring range level and interpretation of verbal-linguistic intelligence questionnaire score.

Table 4.4

The Scoring Range of Verbal-linguistic intelligence Questionnaire

Range Score	Classification
41-50	Superior
31-40	High Average
21-30	Average
0-20	Low Average

Then, the following table consisted of the list of participants, their verbal-linguistic intelligence questionnaire score and their level in intelligence scale.

Table 4.5

The Verbal-Linguistic Intelligence Questionnaire Score

Participants	Verbal-linguistic Intelligence (VLI)	Level of VLI
Student 1	26	Average
Student 2	31	High Average
Student 3	27	Average
Student 4	26	Average
Student 5	25	Average
Student 6	29	Average
Student 7	28	Average
Student 8	27	Average
Student 9	27	Average
Student 10	24	Average
Student 12	27	Average
Student 13	24	Average
Student 14	28	Average
Student 15	29	Average
Student 11	30	Average
Student 16	28	Average
Student 17	36	Average
Student 18	30	Average
Student 19	30	Average
Student 20	19	Low Average

From the table above, there were 20 students as participants of this study. There were 1 student got score 19, 2 students got score 24, 1 student get score 25, 2 students got score 26, 4 students got score 27, 3 students got score 28, 2 students got score 29, 3 students got score 30, 1 student got score 31 and 1 student got score 36.

In addition, there were 18 students in average level, 1 student in high average, and 1 student in low average. The statistical score of verbal-linguistic intelligence score were counted using frequencies of Descriptive Statistic in SPSS to know mean, median and mode of verbal-linguistic intelligence questionnaire score. It can be described as follows:

Table 4.6

The Statistical Score of Verbal-Linguistic Intelligence Questionnaire

Statistics		
VLI		
N	Valid	20
	Missing	0
Mean		27.55
Std. Error of Mean		.756
Median		27.50
Mode		27
Std. Deviation		3.379
Range		17
Minimum		19
Maximum		36
Sum		551

From the statistics table above, the respondents of the research were 20 students. The mean of verbal-linguistic intelligence score was 27,55 which meant that the average score students obtained. The median or middle score of verbal-linguistic intelligence was 27,50. Then, the mode score or the score that appeared the most was 27. It meant that most of students obtained 27. In addition, the highest score of verbal-linguistic intelligence was 36, whereas the lowest score was 19. Therefore, the range score between the highest and the lowest score was 17.

4.1.3 The Relationship between Students’ Verbal-Linguistic Intelligent and their Reading Comprehension Achievement

After finding out the score of students’ verbal-linguistic intelligence and their Reading comprehension achievement, the researcher used both scores to calculate the correlation between students’ verbal-linguistic intelligence and their reading comprehension achievement using Pearson Product moment corelation formula by SPSS (Statistical Product and Service Solution). In addition, the researcher compared the statistical significance (Sig.) with $\alpha = 0,05$ to test the hypothesis. Here was the result of the correlation between verbal-linguistic intelligence and reading comprehension achievement by SPSS.

Table 4.7

The Correlation between Students’ Verbal-Linguistic Intelligence and Their Reading Comprehension Achievement

Correlations

[DataSet4]

Correlations

		Verbal Linguistic Intelligence	Reading Comprehension Achievement
Verbal Linguistic Intelligence	Pearson Correlation	1	.490*
	Sig. (2-tailed)		.028
	N	20	20
Reading Comprehension Achievement	Pearson Correlation	.490*	1
	Sig. (2-tailed)	.028	
	N	20	20

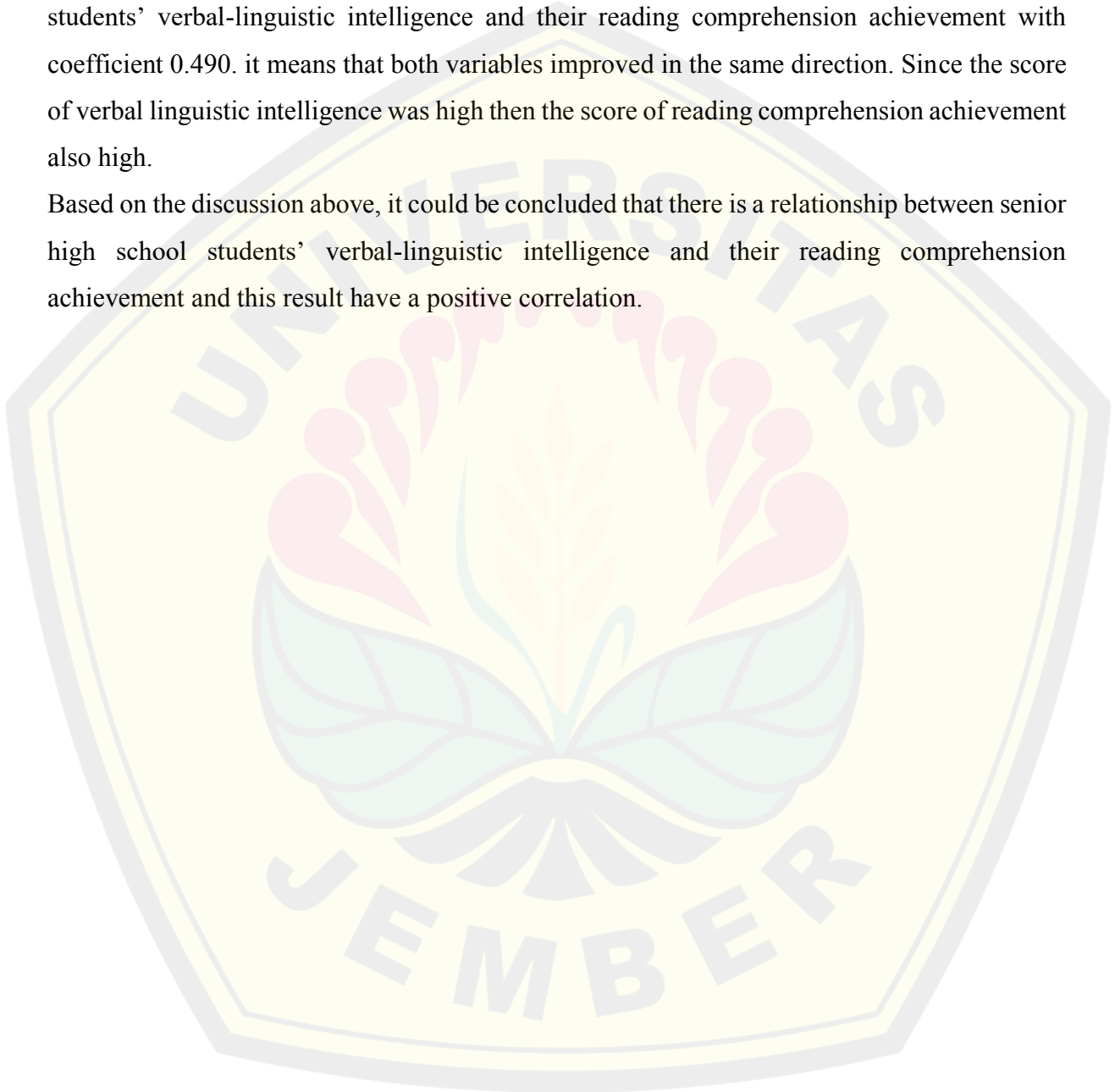
*. Correlation is significant at the 0.05 level (2-tailed).

From the table 4.7 above, it shows that the statistical sig. (2-tailed) is 0,28 which is smaller than 0,05 as α . Therefore, it can be concluded that the null hypothesis (Ho) is rejected. In other words, the alternative hypothesis (H1) is accepted. The correlation coefficient is found to be positive with the value of 0.490. It means that both variables students’ verbal-linguistic intelligence and their reading comprehension achievement have a positive corelation. It also implies in the degree of correlation is moderately strong.

4.2 Discussion

Ahvan and Pour (2016) in their research found that Multiple Intelligence have a significant positive relationship with students' academic performance achievement. In this study, the researcher expected that the research question can clearly be answered although this research was held in Senior High School in Jember. Based on the correlation calculating using SPSS, it can be concluded that there was a positive correlation between senior high school students' verbal-linguistic intelligence and their reading comprehension achievement with coefficient 0.490. it means that both variables improved in the same direction. Since the score of verbal linguistic intelligence was high then the score of reading comprehension achievement also high.

Based on the discussion above, it could be concluded that there is a relationship between senior high school students' verbal-linguistic intelligence and their reading comprehension achievement and this result have a positive correlation.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion of the research finding as well as the suggestion to the literature in the field of verbal-linguistic intelligence and reading comprehension, the English teacher and the other researchers.

5.1 Conclusion

Based on the result of the research, there is a result could be concluded as follows.

There is a relationship between senior high school students' verbal-linguistic intelligence and their reading comprehension achievement at SMK AL-HASAN in academic year 2022/2023 with the significant relationship $p=0.0490$ where $p<\alpha$ ($\alpha=0,05$) and $r=0,0490$ as a moderate strong degree of relationship

5.2 Suggestion

Based on the result of the research above, some suggestions are proposed to the English teacher and future researchers.

English Teacher

English teachers are suggested to give students the exposure or learning style based on their multiple intelligences. This can help them to realize what they need in learning process in order to find good achievement. Therefore, teaching with based on their intelligences will help them and they will become familiar with intelligence and learning style.

Future Researcher

It is hoped that future researchers can conduct research with intelligence topic. Remembering that reading is one of the characteristics of verbal-linguistic intelligence and it gives contribution in comprehending the text, therefore it is suggested to teach or explain or try to find the effectiveness of multiple intelligences, especially verbal-linguistic intelligence for language learning.

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