# CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the result of the data collected during the observation and analyzed the data of the dominant type of intelligence in students' high and low score in English mid-test and the explanation on the identifying a variety of multiple intelligences in English class as foreign language. This chapter describes the IQ profile, the dominant type of intelligence of eight grade students in English class, and the profile of multiple intelligences of five highest students' achiever and five lowest students' achiever in English class.

4.1 Findings

4.1.1 The Dominant Type of Intelligence of Eight Grade Student in English Class

The researcher took the result of students' multiple intelligences by 56 items questionnaires from 33 students at second grade of SMP Muhammadiyah 15 Surabaya and students' mid test score of the second semester in academic year 2016-2017. Based on the result of questionnaire, every student has different dominant type of intelligence and also they had different achievement for mid test in English class. It could be seen from the result of mid test score students which have been received from English teacher in second semester at SMP Muhammadiyah 15 Surabaya. The students mid test score and the result of Multiple Intelligences questionnaire can be seen in Appendix I and II.

From 33 participants, the researcher found that each student had only seven types of intelligences based on Gardner's Theory. Figure 4.1 has shown the multiple intelligences profile of eight grade student.
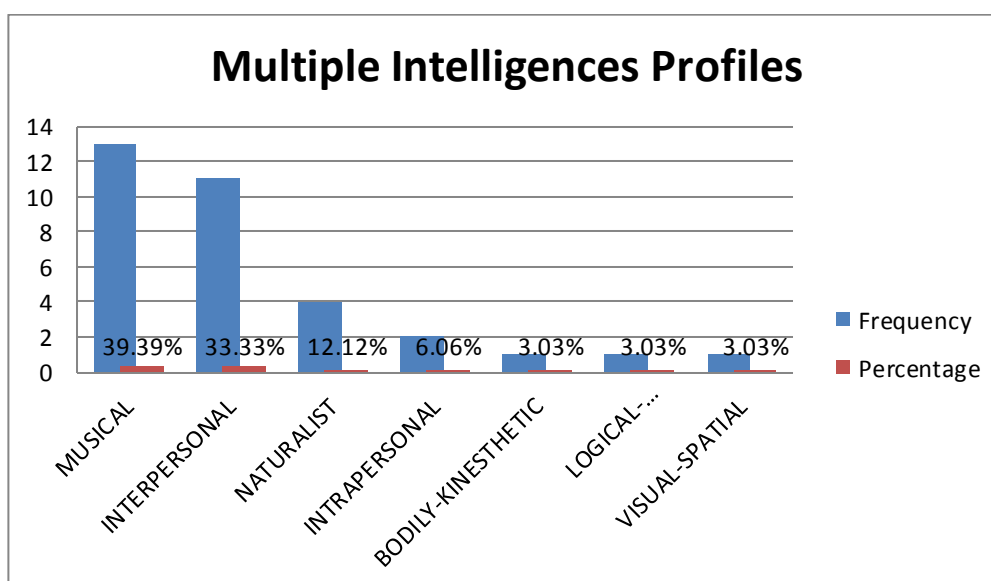
Figure 4.1.1 Multiple Intelligences Profiles

Based on the result above, from 33 students the most dominant intelligence at second grade was musical intelligence with 39.39%, the second one was interpersonal intelligence with 33.33%, the third one was naturalist intelligence with 12.12%, the fourth one was intrapersonal intelligence with 6.06%, the fifth one was bodily-kinesthetic with 3.03%, logical-mathematical intelligence with 3.03%, and the last one was visual-spatial intelligence with 3.03%.

4.1.2 The Profile of Five Highest Achievers in EFL and Their Intelligences

From 33 samples, the researcher only took 5 students who have high mid test score in English class to determine the types of dominant intelligence which they have. The mid test score could be seen in Appendix I. Table 4.1.2 showed the five top scores of English and the types of intelligences on each student.

Table 4.1.2 Intelligences in High Achievers in English Class

Student	Score	Type of Intelligences	IQ
Student 1	83	Interpersonal	91
Student 2	82	Naturalist	84
Student 3	80	Interpersonal	79
Student 4	80	Logical-mathematical	91
Student 5	78	Musical	85

Consecutively, the score of English mid test from five students are 83, 82, 80, 80, and 78. Furthermore, the types of their intelligences are interpersonal, naturalist, interpersonal, logical-mathematical, and musical. Based on the table above, the type of intelligences of students' high score in English class are interpersonal (two students), naturalist, logical-mathematical, and the last is musical. In addition, the most dominant type of intelligences of five highest achievers is interpersonal.

4.1.3 The Profile of Five Lowest Achievers in EFL and Their Intelligences

From 33 samples, the researcher only took 5 students who have low score in English class to find out the types of dominant intelligence which they have. Table 4.1.3 showed the five low scores of English and the types of intelligences on each student.

Table 4.1.3 Intelligences in Lowest Achievers in English Class

Student	Score	Type of Intelligences	IQ
Student 1	20	Musical	83
Student 2	24	Interpersonal	88
Student 3	25	Naturalist	-
Student 4	26	Naturalist	81
Student 5	34	Visual-Spatial	84

In sequence, the scores of English mid test from five students are 20, 24, 25, 26, and 34. Additionally, the types of their intelligences are musical, interpersonal, naturalist, naturalist, and visual-spatial. Based on the table above, the type of intelligences of students' low score in English class are naturalist (two students), musical, interpersonal, and the last is visual-spatial. Furthermore, the predominant type of intelligences of five lowest achievers is naturalist.

4.2 Discussion

The researcher collected the data from the students' IQ test held by Cahya Panca Grahita in year 2015 as the reference of analyzing the research findings. The level of IQ based on Cahya Panca Grahita, such as >170 = "Genius", 140-169

= "Very Superior", 120-139 = "Superior", 110-119 = "Smart", 90-109 = "Normal", 80-89 = "Slow Learner", 70-79 = "Difficulty to Thinking", <70 = "Very Low", <60 = "Less Normal", <50 = "Mental Retardation". The level of IQ of five highest score student from first to fifth student consists of 91 is normal, 84 is slow learner, 79 is difficulty of thinking, 91 is normal, and 85 is slow learner. The level of IQ of five lowest score student from first to fifth student contains of 83 is slow learner, 88 is slow learner, 81 is slow learner, and 84 is slow learner.

Based on the result above, it can be said that the students who acquired high score in English test have low IQ. In contrast, some student who got low score in EFL has high IQ. Moreover, this class could be categorized as slow learner. These can be used as evidence that intelligence is not the main factor that affects in English learning. It is supported by Putri (2015) who conducted the research with entitled the correlation between IQ and student achievement in learning English. Based on her research, there is no correlation between IQ score and student achievement in English class.

After the researcher knew that the students' IQ and their English score in grade 8A have no correlation then this research continued to categorize the students' MI profile by using Amstrong's Theory. According to Amstrong (2009:6-7), each person has eight types of intelligences. They are linguistic intelligence, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist.

Based on the multiple intelligences questionnaire result from 33 students in SMP Muhammadiyah 15 Surabaya, they were only seven type of intelligence. It was logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. The most dominant intelligence was musical intelligence (39.39%), the second one was interpersonal intelligence (33.33%), the third one was naturalist intelligence (12.12%), the fourth one was intrapersonal intelligence (6.06%), the fifth one was bodily-kinesthetic (3.03%), logical-mathematical intelligence (3.03%), and the last one was visual-spatial intelligence (3.03%). These data can bring some benefits for the teacher and the

student as what Younas, et al (2015:2) said it can help the teacher to create the English material based on their students' intelligence. Another researcher, Derakhsan & Faribi (2015:69) also stated that by identifying students' MI profile, it can facilitate student to expand their strength in English learning and also as a tool for teacher to design various ways for teach their student based on their students' intelligence.

The predominant intelligence of students in eight grades at SMP Muhammadiyah 15 Surabaya was musical intelligence. It can be the way to improve their English language. Morgan and Forseca (2004:126) cites that musical intelligence has effect in learning English language because it can make the student feel enjoy in learning English.

. From 33 students in 8A class, the researcher only took 10 students which consist of five students who are high achiever and five students who are low achiever from mid-test score in English class. Actually, high and low achievers have different types of intelligence in English class. The five highest students' score, there are four dominant type of intelligence. They are interpersonal, naturalist, logical-mathematical, and musical. According to Younas, et al (2015:5) interpersonal intelligence can facilitate the student to improve their learning in classroom. The characteristic of interpersonal intelligence are good communication in group, and also develop their English ability by making communication with native speaker. It can be one of some proof the student who obtained highest score is the interpersonal intelligences student. In contrast, the five lowest students' score also has four dominant type of intelligence. Yet they are musical, interpersonal, naturalist, and visual-spatial.