

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the analysis and finding, this section presents the conclusions of the research. The result of the data analysis could be concluded as the following representation.

#### **A. Conclusion**

Based on the statistic data and the research hypothesis in the previous chapter, it shows that there is no significant correlation between multiple intelligence and English national examination. From the eight intelligences of the types of multiple intelligences theory, it showed a very weak correlation and almost no significant correlation both of them. By the details below:

1. Between kinesthetic intelligence and English national examination is not significant correlate (sig. = 0,424) and Pearson Correlation = -0,103. It means the variables are negatively associated and a very weak relationship between two variables.
2. Between interpersonal intelligence and English national examination is not significant correlate (sig. = 0,902) and Pearson Correlation = -0,016. It means the variables are negatively associated and a very weak relationship between two variables.
3. Between musical intelligence and English national examination is not significant correlate (sig. = 0,224) and Pearson Correlation = 0,155. It

means the variables are positively associated and a very weak relationship between two variables.

4. Between naturalist intelligence and English national examination is not significant correlate (sig. = 0,260) and Pearson Correlation = -0,144. It means the variables are negatively associated and a weak relationship between two variables.
5. Between spatial intelligence and English national examination is significant correlate (sig. = 0,027) and Pearson Correlation = 0,279. It means the variables are positively associated and a weak relationship between two variables.
6. Between linguistic intelligence and English national examination is not significant correlate (sig. = 0,188) and Pearson Correlation = 0,168. It means the variables are positively associated and a very weak relationship between two variables.
7. Between intrapersonal intelligence and English national examination is not significant correlate (sig. = 0,069) and Pearson Correlation = -0,231. It means the variables are negatively associated and a weak relationship between two variables.
8. Between mathematic and logic intelligence and English national examination is not significant correlate (sig. = 0,152) and Pearson Correlation = 0,182. It means the variables are positively associated and a very weak relationship between two variables.

## **B. Suggestions**

Based on the conclusion of the study, the suggestions are given for the readers and the future researcher(s).

### **1. For the Readers**

The data finding shows negatively correlation between MI and English national. So, in managing the class, English teacher should not use MI again. They can implement other strategies in order to lead the students for achieving well in the national examination. Nevertheless, it hoped they could develop themselves to be more creative in creating pleasurable class condition in teaching English. And, they have to more master the multiple intelligences strategy, by making better lesson plan for teaching. The school can make a new atmosphere and should provide the students' need. Moreover, by giving more attention to the students, it maybe can make them more spirit and enjoy in learning English.

### **2. For the Future Researchers**

The future researchers are expected to try to reform the weakness by finding out the weakness of teaching English using MI strategy. By doing this similar research, maybe the finding will show the positive relation between the two variables. In addition, by conducting the similar study, finding the effect of multiple intelligences to students' English achievement is also suggested.