CHAPTER IV

RESEARCH FINDING

Concerning with the statement of the problems, in this chapter the researcher describes and analyzes the findings during the research process conducted at English Teacher Education Department at UIN Sunan Ampel Surabaya. It is intended to answer the problem of the study. In finding, the researcher describes the process of calculating and presenting result of the data. Furthermore, in the discussion the researcher integrates and explains more about the finding of the research.

A. Findings

The researcher does the research and gets the complete data from all the research instruments including MI Test and Study Document. To gain the objectives of the research, the researcher analyzes the data systematically and accurately. Then, the data analyzes in order to draw conclusion about the objective of the study. The purpose of findings are to answer research question in chapter one. Researcher describes the findings in this chapter into three parts. They are described as follows:

1. The Students' Multiple Intelligences Score

After distributing MI Test, the researcher gets the result of the test. It is found that all types of intelligences are possessed by the sixth semester students of English Teacher Education Department at UIN Sunan Ampel

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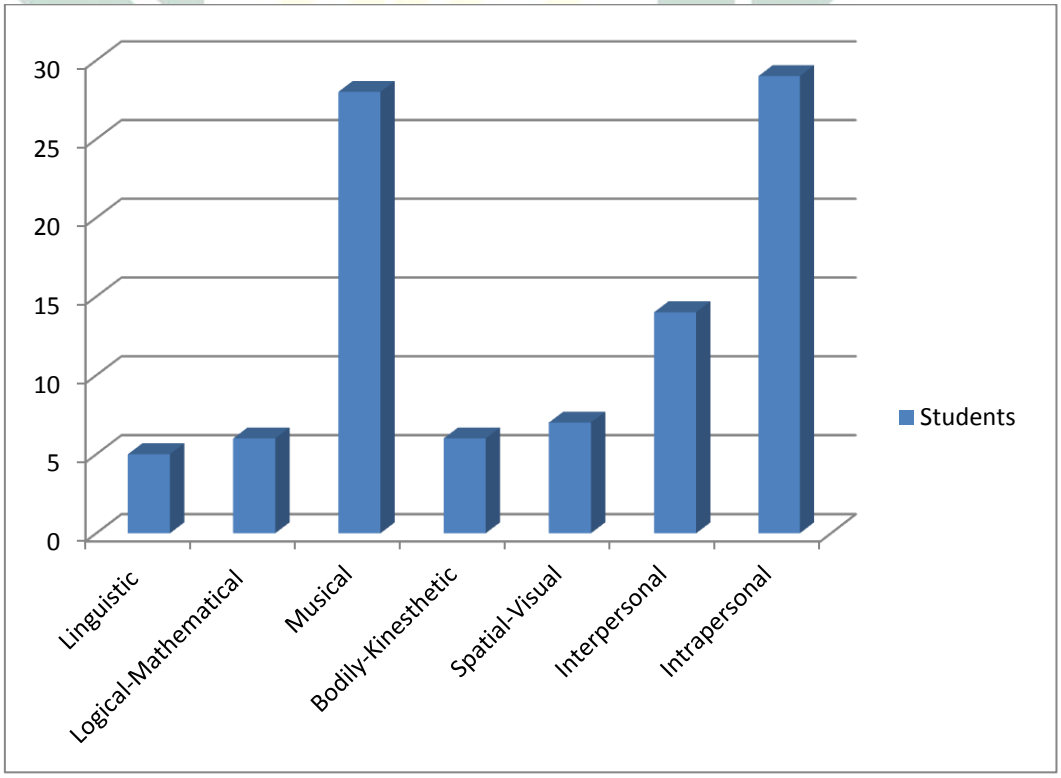
Surabaya who took proposal writing class in the previous semester. From 83 students who are included in the population, 4 students are absent when the research conducted. Thus, there are 79 students who join the MI Test.

The MI test is conducted on 4th and 8th of May 2015. The result of the research is analyzed by the researcher on the 8th and 9th of June 2015. The table of all the result scores detail (students' multiple intelligence and proposal writing score) can be seen in Appendix 1. The result of the students' multiple intelligence analysis is summarized in the following table.

Chart 4.1,

The Whole Result of Students' Multiple Intelligence



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From the table above, the researcher finds that there are 5 students have high score in Linguistic Intelligence (5,3 %). 6 students have high score in Logical-Mathematical Intelligence (6,3 %). 28 students have high score in Musical Intelligence (29,5 %). 6 students have high score in Bodily-Kinesthetic Intelligence (6,3 %). 7 students have high score in Spatial-Visual Intelligence (7,4 %). 14 students have high score in Interpersonal Intelligence (14,7 %) and 29 students have high score in Intrapersonal Intelligence (30,5 %).

From MI Test, total respondents of MI Test become 95 students from 79 students, since there are some students who have more than one intelligence. Hence, there are 16 respondents who come from several students. The data is matched with theory that stated by Gardner if each individual person possibly has a combination of two or more intelligences[1]. Their score range from 10-40. The data shows that the most predominant of students is in intrapersonal intelligence, 30,5 % students have tendencies in intrapersonal intelligence.

The preeminent of students for each intelligence show in table above. For more detail about the score of students' preeminent in each intelligences is shown in the following table.

[1] Howard Gardner, The Unschooled Mind; *How Children Think*..... 14

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Chart 4.2,

The Students' Range Score of Linguistic Intelligence

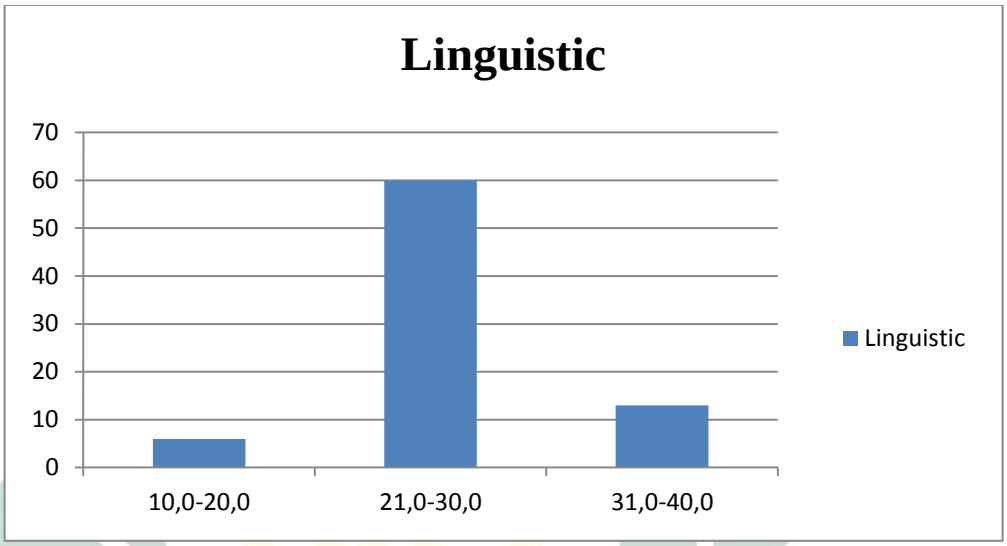

Chart 4.3,

The Students' Range Score of Logical-Mathematical Intelligence

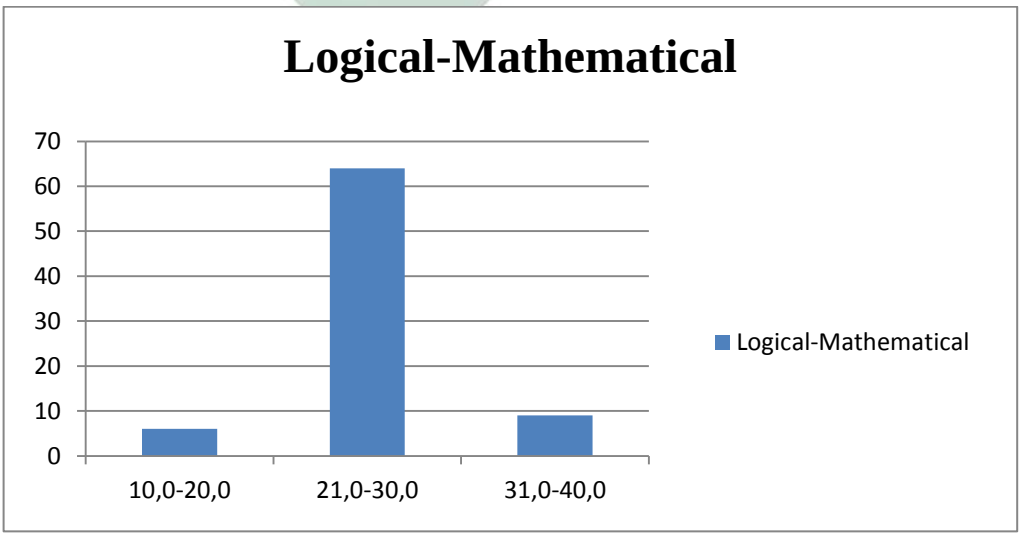

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Chart 4.4,

The Students' Range Score of Musical Intelligence

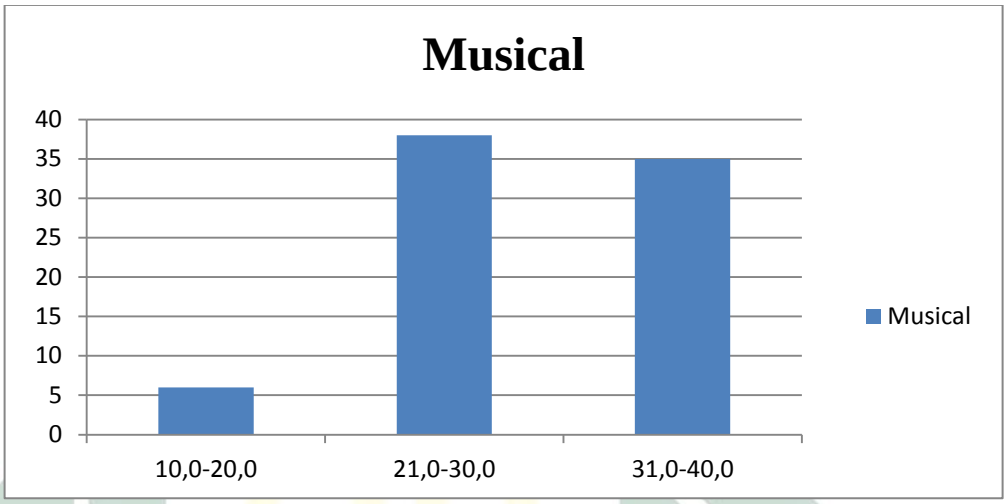

Chart 4.5,

The Students' Range Score of Bodily-Kinesthetic Intelligence

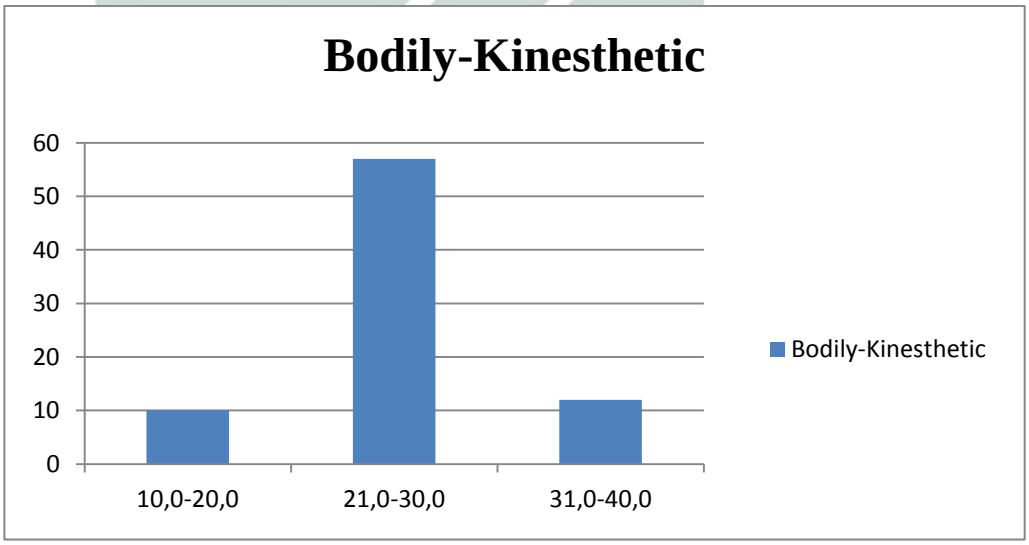

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Chart 4.6,

The Students' Range Score of Spatial-Visual Intelligence

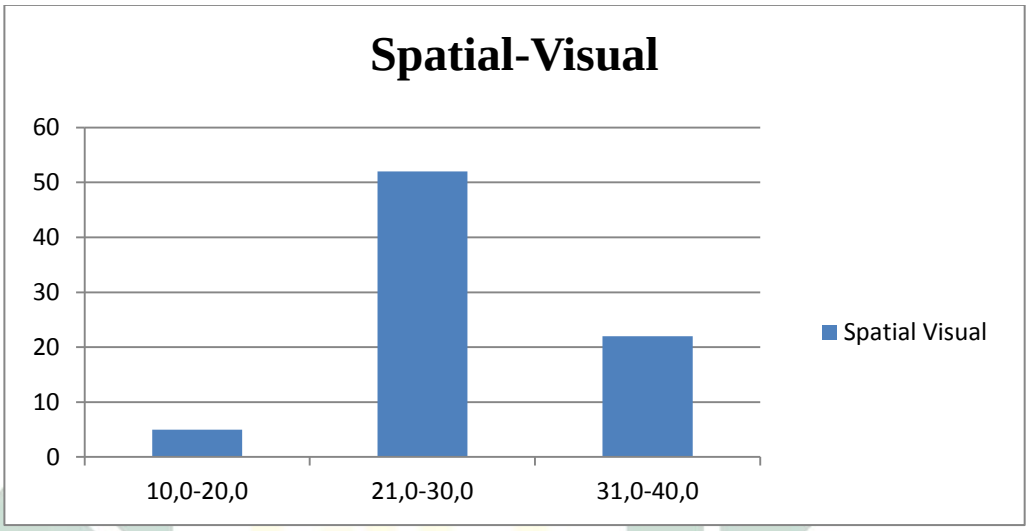

Chart 4.7

The Students' Range Score of Interpersonal Intelligence

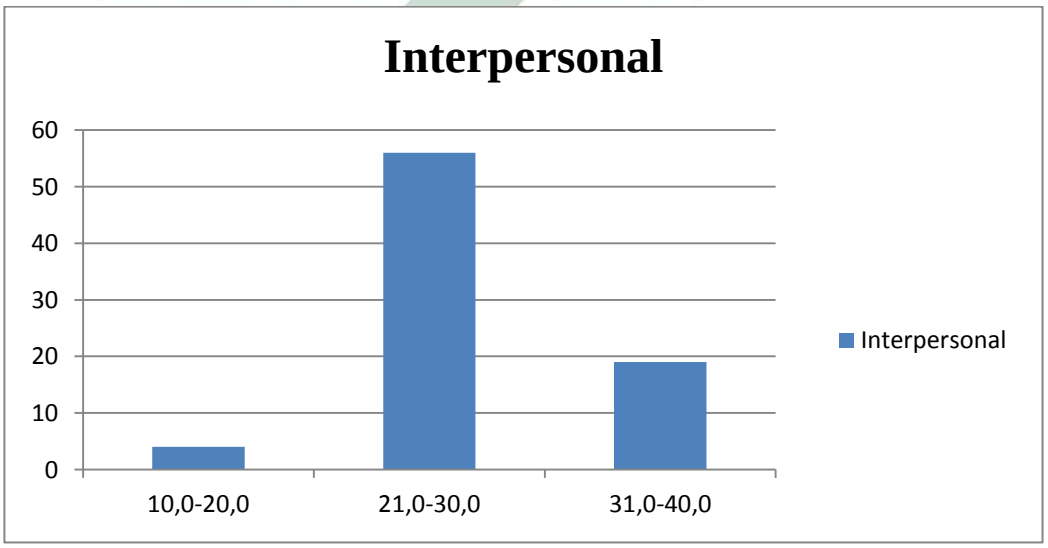

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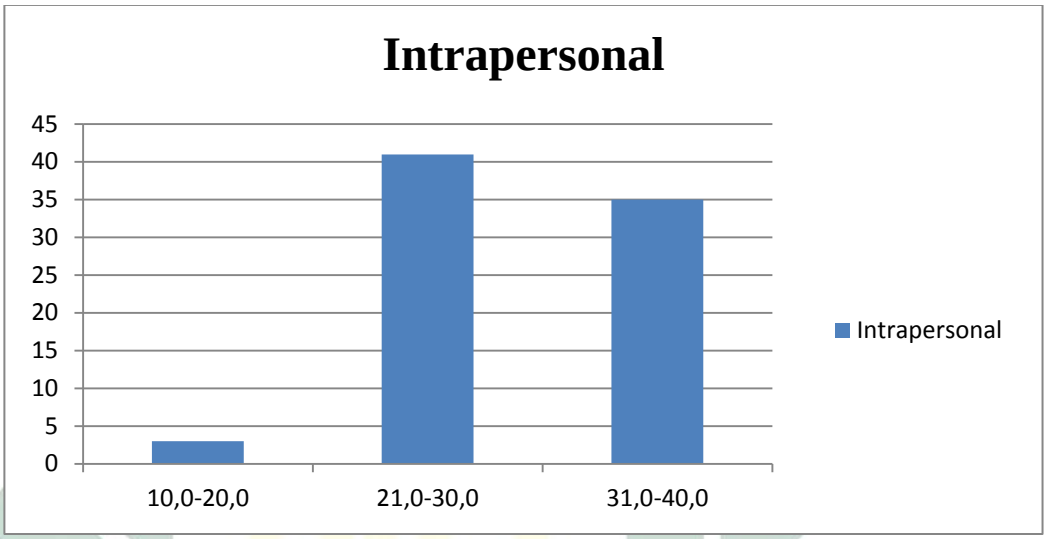
Chart 4.8

The Students' Range Score of Intrapersonal Intelligence



Note for Table 4.2 – 4.8

10,0-20,0 = low

21,0-30,0 = medium

31,0-40,0 = high

From the table above, it can be defined that every student has a preeminent intelligence by achieving the highest score in an aspect of intelligence. To ease the writer classify the data, the scores are divided into 3 groups (low, medium and high). Some students get low (10,0-20,0), medium (21,0-30,0) and high (31,0-40,0) for each intelligence. The result of MI Test

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for linguistic intelligence shows that among 79 students, there are 6 students who get low score, 60 students get medium score, and 13 students get high score. For logical-mathematical intelligence the students who get low score are 6 students, and 64 students get medium score, 9 students get high score.

Measured from MI Test, for musical intelligence, there are 6 students who get low score, 38 students get medium score and 35 students get high score. For musical intelligence, the amount of student who get medium and high score are little bit different. For bodily-kinesthetic, there are 10 students get low score, 57 students get medium score and 22 students get high score. MI Test result, among 79 students, there are 5 students who get low score, 52 students get medium score and 19 students get high score in spatial-visual intelligence.

The result of interpersonal intelligence and intrapersonal intelligence show that there are 4 students who get low score, 56 students get medium score and 19 students get high score for interpersonal intelligence. For intrapersonal intelligence, there are 3 students who get low score, 41 students get medium score and 35 students who get high score. From those explanation above, it can be inferred that medium score which have range 21,0-30,0 is the most score obtained by the students in every intelligence.

2. The Students' Proposal writing Score

The data about proposal writing score at the sixth semester students of English Teacher Education Department in UIN Sunan Ampel Surabaya are

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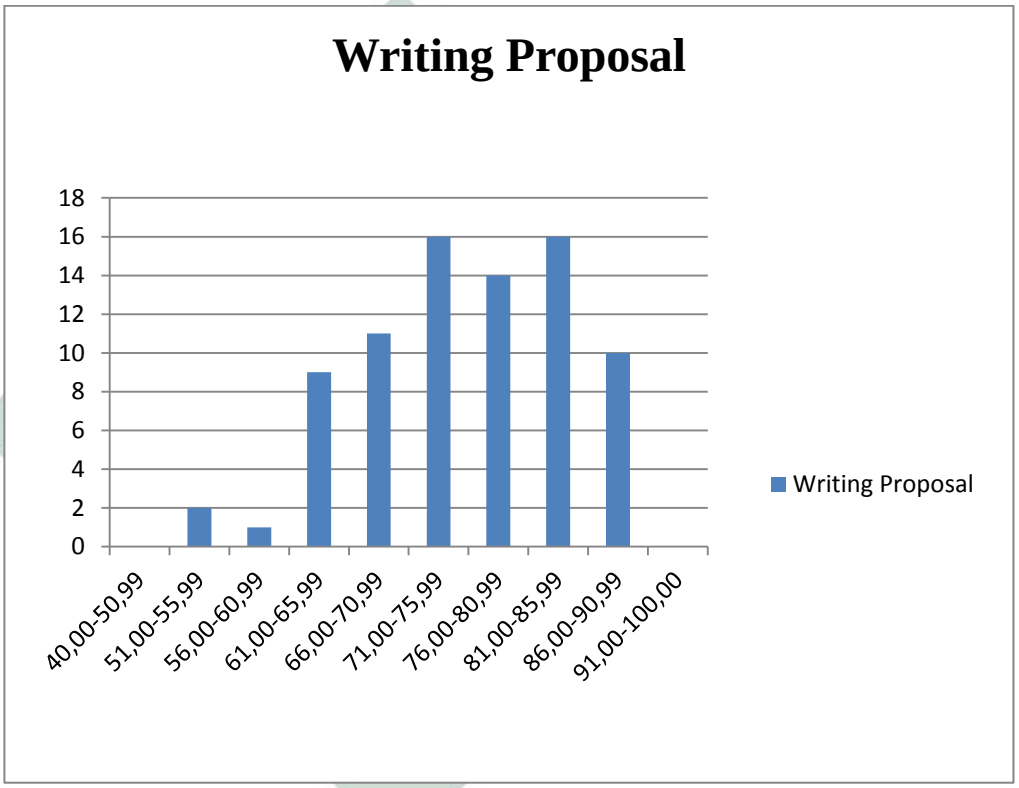
collected on 1st of May 2015 using study document. The data are presented on the following table.

Chart 4.9

Summary of Students' Proposal writing Score



Note for Table 4.9 :

0,00-39,99	= E	66,00-70,99	= B-
40,00-50,99	= D	71,00-75,99	= B
51,00-55,99	= C-	76,00-80,99	= B+
56,00-60,99	= C	81,00-85,99	= A-
61,00-65,99	= C+	86,00-90,99	= A

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91,00-100,00 = A+

Based on the table above, the researcher can conclude that among 79 students, there is no student who get score D, E and A+. There are 2 students who got the lowest score of proposal writing, those are C-. So, they failed the proposal writing class since the standard of completion is above 56,00. Besides that, from those criteria above, the range score can be divided into 3 levels to make the researcher ease in classifying the score. The students who get low score namely C and C+ (56,00-65,99) are 10 students. The students who get medium score namely B-, B, and B+ (66,00-80,99) are 41 students. And the are 26 students who get high score namely A- and A. Thus, it means that there is no significance distinction between high and medium of proposal writing score.

3. The Correlation between Multiple Intelligence and Proposal writing Score

Based on data analysis technique on chapter III, the researcher uses SPSS 16.0 as the application to know the correlation between multiple intelligence score and proposal writing score. For showing more detail about the result of correlation between multiple intelligence score and proposal writing score, the researcher makes the correlation for each intelligence. The correlation is presented by the following tables.

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Table 4.10

The Result of The Correlation between Linguistic and Proposal writing Score

		Linguistic	Proposal writing Score
Linguistic	Pearson Correlation	1	.248*
	Sig. (2-tailed)		.027
	N	79	79
Proposal writing Score	Pearson Correlation	.248*	1
	Sig. (2-tailed)	.027	
	N	79	79

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

Based on the table above, the correlation between linguistic intelligence and proposal writing score describes as Pearson Correlation = 0,248 and Sig. (2-tailed) = 0,027. It means that the variables are positively associated and there is a weak correlation between two variables.

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Consequently, there is significance correlation between linguistic and proposal writing score.

Table 4.11

The Result of The Correlation between Logical-Mathematical and Proposal writing Score

		Logical-Mathematical	Proposal writing Score
Logical-Mathematical	Pearson Correlation	1	.109
	Sig. (2-tailed)		.337
	N	79	79
Proposal writing Score	Pearson Correlation	.109	1
	Sig. (2-tailed)	.337	
	N	79	79

The correlation between logical-mathematical and proposal writing score are described by Perason correlation = 0,109 and Sig. (2-tailed) = 0,337. From table above shows that there is no significance correlation between two variables. It means that the relationship between logical-mathematical and proposal writing score is negatively correlated.

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Table 4.12

The Result of The Correlation between Musical and Proposal writing Score

		Musical	Proposal writing Score
Musical	Pearson Correlation	1	.193
	Sig. (2-tailed)		.088
	N	79	79
Proposal writing Score	Pearson Correlation	.193	1
	Sig. (2-tailed)	.088	
	N	79	79

The correlation between musical intelligence and proposal writing score are described by Pearson correlation = 0,193 and Sig. 0,088. It means that the correlation between two variables are negative correlated, and there is no significance correlation between musical intelligence and proposal writing score.

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Table 4.13

The Result of The Correlation between Bodily-Kinesthetic and Proposal writing Score

		Bodily-Kinesthetic	Proposal writing Score
Bodily-Kinesthetic	Pearson Correlation	1	.273*
	Sig. (2-tailed)		.015
	N	79	79
Proposal writing Score	Pearson Correlation	.273*	1
	Sig. (2-tailed)	.015	
	N	79	79

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

Based on the result of SPSS above, it shows that the correlation between bodily-kinesthetic and proposal writing score are described by Pearson correlation = 0,273 and Sig. (2-tailed) = 0,015. This shows that there is significance between two variables. Thus, bodily-kinesthetic intelligence and proposal writing score are positively correlated and there is a weak correlation.

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Table 4.14

The Result of The Correlation between Spatial-Visual and Proposal writing Score

		Spatial-Visual	Proposal writing Score
Spatial-Visual	Pearson Correlation	1	.077
	Sig. (2-tailed)		.497
	N	79	79
Proposal writing Score	Pearson Correlation	.077	1
	Sig. (2-tailed)	.497	
	N	79	79

The table above shows that the correlation between spatial-visual intelligence and proposal writing score are described by Pearson correlation = 0,077 and Sig. 0,497. It describes that the variables are negatively correlated. Consequently, there is no significance correlation between spatial-visual intelligence and proposal writing score.

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Table 4.15

The Result of The Correlation between Interpersonal and Proposal writing Score

		Interpersonal	Proposal writing Score
Interpersonal	Pearson Correlation	1	.253*
	Sig. (2-tailed)		.025
	N	79	79
Proposal writing Score	Pearson Correlation	.253*	1
	Sig. (2-tailed)	.025	
	N	79	79

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

The correlation between interpersonal and proposal writing score are described by Pearson correlation = 0,253 and Sig. (2-tailed) = 0,025. It means that there is significance correlation between two variables. Consequently, Interpersonal intelligence and proposal writing are positively correlated and there is a weak correlation.

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Table 4.16

The Result of The Correlation between Intrapersonal and Proposal writing Score

		Intrapersoanal	Proposal writing Score
Intrapersoanal	Pearson Correlation	1	.149
	Sig. (2-tailed)		.189
	N	79	79
Proposal writing Score	Pearson Correlation	.149	1
	Sig. (2-tailed)	.189	
	N	79	79

For the last correlation is between intrapersonal intelligence and proposal writing score. The table above shows that Pearson correlation = 0,149 and Sig. (2-tailed) = 0,189. It shows that the variables are negatively correlated. Consequently, there is no significance correlation between intrapersonal intelligence and proposal writing score.

Based on the analysis above, it describes that the result of multiple intelligence shows a positively correlated with proposal writing for linguistic intelligence (Pearson correlation = 0,248, Sig. (2-tailed) = 0,027), bodily-kinesthetic intelligence (Pearson correlation = 0,273, Sig. (2-tailed) = 0,015)

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and interpersonal intelligence (Pearson correlation = 0,253, Sig. (2-tailed) = 0,025). Thus, the variables above are positively correlated, since the level of significance correlation is higher than the level of significance (α<0,05), so the null hypothesis is rejected, and the alternative hypothesis is accepted. So, it can be inferred that there is a weak correlation between two variables, and indicates the absence of relationship since the scores are close to zero.

B. Discussion

The discussion of this study is presented based on the result of findings and also discusses the review of related theory and analysis of the data to clarify the findings. The researcher focuses on the correlation between students' multiple intelligence and proposal writing score at the fifth semester students of English Teacher Education Department in UIN Sunan Ampel Surabaya.

The result shows that from seven intelligences which is included in multiple intelligences, only 3 kinds of intelligences are positively correlated with proposal writing score. Meanwhile, 4 kinds of intelligences are negatively correlated with proposal writing score. The rank correlation of each intelligence present as following table:

Table 4.17

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The Rank of Coefficient Correlation between Multiple Intelligences and Proposal writing

Rank Correlation	Multiple Intelligences	Pearson Correlation
1	Bodily-Kinesthetic Intelligence	0,273
2	Interpersonal Intelligence	0,253
3	Linguistic Intelligence	0,248
4	Musical Intelligence	0,193
5	Intrapersonal Intelligence	0,149
6	Logical-Mathematical Intelligence	0,109
7	Spatial-Visual Intelligence	0,077

The first rank of multiple intelligence which has highest correlation with proposal writing score than other intelligence is bodily-kinesthetic intelligence by attaining Pearson correlation = 0,273. The second rank is given by interpersonal intelligence. This intelligence attains Pearson correlation = 0,253. After it, the third rank is verbal-linguistic intelligence by attaining Pearson correlation = 0,248.

From those explanations above, three intelligences have positively correlation with proposal writing. After that, the fourth rank is musical. This

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intelligence gets Pearson correlation = 0,193. The fifth rank is intrapersonal. This intelligence attains Pearson correlation = 0,149. The sixth rank is logical-mathematical by attaining Pearson correlation = 0,109. The last/seven rank is spatial-visual. This intelligence gets Pearson correlation = 0,077.

The findings shows that the Ho (null hypothesis) of the research is accepted for the majority of multiple intelligences items. In spite of some of intelligences are correlated with proposal writing score, but those are differentiated by high and low correlation calculation. By seeing the table 4.2-4.9, the researcher can know the relation of each score. It can be inferred that both of the students' multiple intelligences score and proposal writing score mostly students attain medium score as their preeminent score. Besides that, from the table 4.10-4.16 also indicate that if students' multiple intelligence score is high and students' proposal writing is high, the result of correlation is significant.

Conversely, if students' multiple intelligence is low and students' proposal writing is low, the result of correlation is not significant and the Ha (alternative hypothesis) is rejected. Thus, it means that students' multiple intelligence has no significant correlation with students proposal writing score, in the other way, students' multiple intelligence is not definitive to the students' proposal writing score. In addition, students' multiple intelligence is not able to predict students' proposal writing score.

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For this research, the theory from Gardner who says Multiple Intelligences is the variety of someone's ability or potential to find and solve the problem does not totally cater all of the problem that students have which is discussed in this case is proposal writing score. It should be multiple intelligence becomes the cause of students' decreased or increased score of the subject. But the result of this research does not show it.

As Armstrong states that the theory of multiple intelligences can provide as a pattern in developing strategies for student success[2]. Meanwhile, the theory above does not give positive impact for analysing the data in the finding. Since the researcher only measures from the students' intelligences aspect which is each student have it, although the differences are the strength and weakness from those intelligences.

Proposal writing is kind of productive skill which the students are not able to gain good score directly and instantly. But they have to do it through the long term process of learning. In addition, their way of learning which is appropriate with their strength intelligences is necessary to be concerned. Because after knowing their multiple intelligences, the know the best way to learn based on their learning style. The role of lecturer is also necessary to sharpen their intelligence by providing and making the appropriate lesson plan based on students' intelligence in order to make students' success in learning can be achieved.

[2] Thomas Armstrong, "Multiple Intelligences: Seven Ways to Approach..... 27

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