

**THE CORRELATION BETWEEN INTERPERSONAL  
INTELLIGENCE AND STUDENT'S ENGLISH ACHIEVEMENT  
OF THE SEVENTH GRADE OF SMPN I SIMAN IN ACADEMIC  
YEARS 2014/2015**

**THESIS**



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## ABSTRACT

**Harmiah.** 2015. *The Correlation between Interpersonal Intelligence and Students' English Achievement of the Seventh Grade Of SMPN I Siman Ponorogo in Academic Year 2014/2015.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Dr. Hj. S. Maryam Yusuf, M Ag.

**Key word:** Interpersonal Intelligence, English Achievement

One of the important factors that have an effect on the successful in the learning is intelligence. Intelligence is the ability to acquire new information, to profit from experience, and to adjust to new situation. There are at least seven separate kinds of intelligence; some of them are interpersonal intelligence. Interpersonal intelligence is the ability to understand and interact with others effectively. Interpersonal intelligence allows us to understanding and communication with others, including the ability to maintain relationship, and to know that there are varieties of roles within a group. The children who have high interpersonal intelligence will establish communication with other people is effective, able to empathize as well, able to develop relationships temperament, nature, and personality with others. English achievement is a grade of success, skill or cleverness of English learning process that have been achieved by student to get changed new behavior.

This research was quantitative research. The study aimed to know whether any correlation between interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015. The writer chose one problem statement, was there any correlation between interpersonal intelligence and students' English achievement.

The population that was taken the seventh grade students of SMPN I Siman Ponorogo in academic year 2014/2015 that was 141 students. The writer chose "random sampling" in this study, that was consist of 37 students' or 25% from the 141 as the population. The data was collected by questionnaire to measure the interpersonal intelligence and the documentation of students' evaluation estimation (rapport) to know the students' English achievement. The data was analysis using the rank order formula as the technique of data analysis.

The result of the study shows that there is a possitive correlation between interpersonal intelligence and students' englisih achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015. The coefficient correlation is 0. 791, it is higher than the coefficeient of table 0.325 at the level of significant 5% and 0.418 at the table level of signifocant 1%.

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

People use language as a means of communication. It means that when they conduct communication, language take place as the medium of communication among them. Language has central rate in students' intellectual, social and emotional development and it supports the success in learning of all subjects. The language learning is expected to help the students to know themselves, their culture and another culture. Besides that, language learning also helps students to express the idea, and to participate in their learning.

In the era of globalization, a qualified educational institution can generate the individual needs of qualified human resources, as for the quality of human resources. One indicator of quality education institution is the quality students' achievement. It could get by good learning process.

Learning is the process whereby one becomes able to remember; what one can do when one has learned, learning as process of acquisition and as what the learned person 'got'<sup>1</sup>. Therefore, without learning, education is nothing. As process, learning always gets the most places in the various disciplines relating to educational effort. Its means that succeed or fail in education achievement was depend on the process of learning which

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<sup>1</sup> Peter Tomlinson, *Understanding Teaching Interactive Educational Psychology* (England): MoGRAW – HILL Book Company ( UK), 1981) 104

experienced by students in the school or in their home environment, including English learning.

English is one of foreign language considered very important in international communication, moreover, in the global era, the countries cannot stand alone by themselves in their development. They need and make corporation and relationship with others. Therefore, the good generation who have high skill and ability in many fields of subjects including the language skills are needed, especially in English.<sup>2</sup>

Achievement is the result of learning that has been achieved according to the capabilities not found and marked with the developments and changes to a person's behavior is required of the learning with a certain time. This achievement can be expressed in terms of value and results of test and exams.

Achievement is not only about mastery of knowledge, but also about proficiency and skill in observe and analysis something, solve the problem, make some plan and make job ceiling. Students must have a characteristic physiologist or psychologist, which as regard physic condition, the five senses, proclivity, propensity, perspicacity, etc. in the school; the environment can looked from the mastery of lesson which students passed it.<sup>3</sup>

One of the important factors that have an effect on the successful in the learning is intelligence. Intelligence is the ability to think in new ways if need be original and daring to be different. According to Howard Gardner as the

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<sup>2</sup> Brown, *Principle Of Language Learning And Teaching* (San Francisco State University: Longman, 2005) 5

<sup>3</sup> Nana Syaodih Sukma Dinata, *Landasan Psikologis Process Pendidikan* (Bandung: Remaja Rosdakarya, 2005) 179

picked up by Anita Woolfolk in his book *Educational Psychology*, there are at least seven separate kind of intelligence, some of them is interpersonal intelligence.

Interpersonal intelligence is the ability to understand and interact with others effectively. Interpersonal intelligence allows us to understanding and communication with others, including the ability to maintain relationship, and to know that there are varieties of roles within a group.<sup>4</sup>

Children high interpersonal intelligence will establish communication with other people is effective, able to empathize as well, able to develop relationships temperament, nature, and personality with others. All of these capabilities will make them more successful in interacting with others. Interpersonal intelligence is the ability to understand and be sensitive to the feelings, intentions, motivation, character, temperament others.<sup>5</sup>

Typical of people who have interpersonal intelligence is he feels comfortable when interacting with the difference that arises, understood as the perfection of interaction. Students with this capability has the ability to influence peers, sometime they are more prominent in the group.<sup>6</sup>

According to the observation in the last PPLK 2 that held on October 1-16th 2014 in SMPN I Siman Ponorogo the writer found many of them interfere with each other friends when studying classroom. Moreover, not infrequently

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<sup>4</sup> Munif Chotib, *Sekolah Anak-Anak Juara: Berbasis Kecerdasan Jamak Dan Pendidikan Berkeadilan* (MMU, Bandung 2012), 94

<sup>5</sup> Annie Hoekstra-de Roos, <http://www.international-montessori.org/schools/wp-content/uploads/2013/12/APRIL-JUNE-NEWLETTER-WEB-NEW.pdf> assed 18<sup>th</sup> January 201, 4

<sup>6</sup> Pearson Judy, *Human Communication* (Mcgraw-Hill Higher Education, New York, 2003), 169

the majority of them being distracted, so it cannot accept the concentration of the material presented by the teacher. So, some of them those results are less than the standard.

Therefore, is there any significant correlation of interpersonal intelligence and student's English achievement or not. This study take places at SMPN I Siman the seventh grade students of school in the schooling year of 2014/2015. The title of study taken is the correlation between interpersonal intelligence and student's English achievement of seventh grade in SMPN I Siman in academic year 2014/2015.

#### **B. Limitation of the Study**

The study is focused on the correlation between interpersonal intelligence and student's English achievement to the seventh grade of SMPN I Siman in academic years 2014/2015

#### **C. Statement of the Problems**

Based on the explanation above the writer formulates the problem as follows:

1. Is there any correlation between Interpersonal Intelligence and student's English Achievement at the seventh grade of SMPN I Siman in academic years 2014/2015?

#### **D. Objectives of the Study**

Concerning with the problem statements, this study has some objectives describe as following:

1. To identify correlation between Interpersonal Intelligence and student's English Achievement at the seventh grade of SMPN I Siman in academic years 2014/2015

#### **E. Significance of the Study**

The result of this study is expected to give some advantages either theoretical or empirical, like:

1. Theoretical significance

This result of this research is expected to give benefit in educational practice. It is hoped that it can contribute as the reference in the effort of increasing the students' achievement especially English achievement

2. Empirical Significance

- a. Teacher

For the teacher, this study is expected to add some knowledge and some references for them and their duty to lead their students, and motivates their student to delve their interpersonal intelligence to reach a successful in their learning especially English.

- b. The English department students

This study is expected to give a contribution to the readers in educational references that concern on the correlation between interpersonal intelligence and student's English achievement

- c. Readers

This study expected to give contribution to readers, particularly the students of English department of STAIN Ponorogo, in enriching

references concerned with the correlation between interpersonal intelligence toward student's English achievement.

## **F. Organization of the Thesis**

Chapter I Introduction; consist of: background of the study, identification of the problem, limitation of the study, statement of the problem, objectives of the study, significance of the study, organization of thesis.

Chapter II Reviews of related literature, serves to present the theoretical analysis, used as basis for conducting research that is about: 1) interpersonal intelligence, consist of: a) definition of interpersonal intelligence, b) characteristic of interpersonal intelligence, c) intelligence, d) dimension of interpersonal intelligence, 2) English achievement, consist of: a) definition of English achievement, b) factor influence of achievement, 3) the correlation between interpersonal intelligence and students' English achievement, 4) theoretical framework, 5) hypothesis

Chapter III research methodology; consist of research design, population, sample, and respondent, technique of data collection, instrument of data collection, technique of analysis.

Chapter IV Research result; research location, data description, data analysis, discussion and interpretation.

Chapter V conclusion; consist of: conclusion and suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### G. THEORETICAL ANALYSIS

##### 1. Interpersonal Intelligence

###### a. Definition of Interpersonal Intelligence

The word “*Interpersonal*” is derived from the prefix “*inter*” meaning “*between*”, and the word “*person*”.<sup>7</sup> Interpersonal means interaction with another people. The meaning of interpersonal also said with communication or relationship. According to Psychologist William Schutz as picked up by Julia T. Wood in his book *Interpersonal communication: everyday encounters* explained that developed interpersonal needs theory, which asserts that our tendency to create and sustain relationships depends on how well they meet three basic needs. The first need is for affection, the desire to give and receive love and liking. The second need is for inclusion, the desire to be social and to be included in groups. The third need is for control, which is a desire to influence the people and events in our live<sup>8</sup>.

According to Judy C. Pearson in his book *McGraw-Hill Higher Education, Human Communication* defined interpersonal relationship include two or more people, interpersonal relationship involve people who are interdependent, individuals in interpersonal relationships use

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<sup>7</sup> Julia T. Wood, *Interpersonal Communication: Every Say Encounters*, Sixth Edition (Wadsworth, Cengage Learning Canada, 2010) 19

<sup>8</sup> *Ibid.*, 10

some consistent patterns of interaction, and individuals in interpersonal relationship generally have interacted for some time.<sup>9</sup>

From some definition above can conclude that interpersonal is qualitatively as communication that occurs within interpersonal relationships

Interpersonal intelligence is the ability to understand and interact with others effectively. Interpersonal intelligence allows us to understanding and communication with others, including the ability to maintain relationship, and to know that there are varieties of roles within a group.<sup>10</sup>

Interpersonal intelligence is the ability of a person's skill in creating relationships, build social relations so that both sides are in a good situation. According Gardner interpersonal intelligence is the ability to understand and be sensitive to the feelings, intentions, motivation, character, temperament others.<sup>11</sup>

From the definition above can conclude that in generally interpersonal intelligence is the ability to establish relationship and communication with various people.

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<sup>9</sup> Judy C. Pearson, *Human Communication* (Mcgraw-Hill Higher Education, New York, 2003), 169

<sup>10</sup> Munif Chotib, *Sekolah Anak-Anak Juara: Berbasis Kecerdasan Jamak Dan Pendidikan Berkeadilan* (MMU, Bandung 2012), 94

<sup>11</sup> Kiftirul "Aziz, Hubungan Antara Kecerdasan Interpersonal, Berfikir Kreatif, Dan Hasil Menulis, (<http://download.portalgaruda.org/article.php?article=108367&val=4073>) assest 23<sup>th</sup> december 2014, Page 2

**b. Characteristic of Interpersonal Intelligence**

Some characters can be viewed for students, who have interpersonal intelligence,

1. The students have a good ability to know and understand others better in the interest, desire, or motivation.
2. The students being extroverted and can be charismatic, because it can convince others and quite diplomatically.
3. Like peace, harmony, cooperation and do not like confrontation.
4. Good at communication
5. Skilled at nonverbal communication
6. See situation from different perspectives
7. Create positive relationship with others
8. Good at resolving conflict in groups.<sup>12</sup>

**c. Intelligence**

The word “intelligence” is fix connected by the word “intellect”, its caused by both of them are same from Latin that is “intellegere” its mean are understanding. Intelligence sometimes also said with quotient, it has same definition.<sup>13</sup> Intelligence is a mental ability, or intellectual human mind. Intelligence is part of the cognitive processes in higher order (higher order cognition).

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<sup>12</sup>Annie Hoekstra-de Roos, <http://www.international-montessori.org/schools/wp-content/uploads/2013/12/APRIL-JUNE-NEWLETTER-WEB-NEW.pdf> assed 18<sup>th</sup> January 2015

<sup>13</sup>Anita E Woolfolk, *Educational Psychology*, (Library Of Congress Cataloging-In-Publication Data, New York 1995), 109

According to Howard Gardner, intelligence is the ability to solve or create something worth a certain culture. Whereas according to Plato as picked up by Anita E Woolfolk in his book *Educational Psychology* discussed, intelligence consists of three basic natures: (a) the capacity to learn; (b) the total knowledge a person has acquired; and (c) the ability to adapt successfully to new situations and to the environment in general.<sup>14</sup>

Some factor which influence intelligence, so that make it makes some differences intelligence of someone with another. It is:

- a. Disposition: is determined by the nature of the properties and characteristics are inborn traits.
- b. Ripeness: every organ in the human body's growth and development. Grow and development of physical, age and ability of other capabilities that have been achieved (maturity).
- c. Forming: any circumstances beyond the persn who influenced the developing of intelligence.
- d. Interest and traits of a typical: direct action on a goal and encouragement for the need.
- e. Freedom: this freedom means that the interest was not always a requirement in the act of intelligence. Freedom meant that people

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<sup>14</sup> Ibid., 109

can choose a particular method of the method in solving the problem.<sup>15</sup>

All of them are connected with another. To determine an ability or disability children, we cannot just be guided by one of the factor above, intelligence is total factor, whole of personal go along with to determine an intelligence of someone.

#### **d. Dimension of Interpersonal Intelligence**

According Gardner social intelligence has three main dimensions that constitute a coherent whole and complement each other, namely:

- 1) The social sensitivity is the ability to feel and observe reactions or changes indicated others both verbally and non-verbally.
- 2) Social insight is the ability to understand and find solutions that are effective in a social interaction, so that these problems do not hamper especially destroy social relations.
- 3) Social communication or control of social communication skills is the ability of individuals to use verbal and nonverbal communication process in establishes and building a healthy interpersonal relationship.<sup>16</sup>

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<sup>15</sup> M. Ngalim Purwanto, *Psikologi Pendidikan* (Bandung:PT. Remaja Rosdakarya, 1998), 55-57

<sup>16</sup> Howard Gardner, *Frame Of Mind, The Theory Of Multiple Intelligence*, (Basic Book, Park Avenue South, New York 1993)

## 2. English Achievement

### a. Definition of English Achievement

Webster's Collegiate Dictionary list the meaning of achievement as 'successful completion, accomplishment, a result brought about by resolve, persistence, or endeavor,' and then 'the quality and quantity of student's work.'<sup>17</sup> Achievement is result that got by someone when do the assignment or certain activity.

Achievement is the learning result that is got from the learning activity at school, college, or university that has cognitive character and usually defined on the measure and scoring. Achievement is the result of learning that has been achieved according to the capabilities not found and marked with the developments and changes to a person's behavior is required of the learning with a certain time. This achievement can be expressed in terms of value and results of test and exams.

Student's English achievement is how children accepting the English language as the foreign language. They must be compatible in four skill; they are listening, reading, speaking and writing. Every child has differences in thinking ability, language ability or intelligence level. Therefore, that children ability is different in speaking listening, reading or writing.<sup>18</sup>

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<sup>17</sup> Leo Van Lier, *Interaction In The Language*, ( England: 1996, Longman), Page 118

<sup>18</sup> David C. Berliner, *Educational Psychology 3th Edition* (University Of Arizona, London, 1984), 83

Language skill integrates each other, and it is vital that this fundamental principle is reflected in whatever we do in the English as second language (ESL) classroom with the students. Classroom task which focus on the use of integrated language skills will provide students with a deeper understanding of how language works, and the tasks themselves should motivate and interest students if they are relevant and purposeful.<sup>19</sup>

Children and adult who do acquire language successfully outside the classroom seem to share certain similarities in their learning experience. First of all, they are usually exposed to language which they more or less understand even if they can't produce the same language spontaneously themselves. Secondly, they are motivated to learn language in order to be able to communicate. Finally, they have opportunities to use the language they are learning, thus giving themselves chance to flex their linguistic muscles- and check their own progress and abilities.<sup>20</sup>

It will make children easier to master the language. Learning English means developing the ability to understand and interact with a universe that is largely inaccessible to those who don't know English. Here it is worth pointing out that although learning any language opens new doors, learning English particularly does so because of its growing role as an international language; English is now the

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<sup>19</sup> Peter Lucantoni, *Teaching And Assessing Skills In English As A Second Language* (New York: Cambridge University Press, 2002), 56

<sup>20</sup> Jeremy Harmer, *How To Teach English* (England: Longman, 1998) 24

language of publishing and speech for most international communication and is often by nonnative speakers when they need to interact with the native speakers.<sup>21</sup> English is a key for communication in this world.

The psychological concept of learning goes far beyond learning directly from a teacher or learning through study or practice. It includes not only the learning of skills (for example, swimming or sewing) or the acquisition of knowledge. It refers also to learning to learn and learning to think; the modification of attitude; the acquisition of interest, social values, or social roles; and even changes in personality.<sup>22</sup> The concept of language learning, as it is understood today, has been greatly influenced by the psychological study of the learning process.

The important of language learning is mastery of a skill as much as acquisition of knowledge. In other word, it is not enough for students to know word meanings and structure rules; students need to be able to apply this knowledge quickly, even automatically, in other to express him or herself smoothly in speech or writing, read at a reasonable rate, or comprehend spoken English rapidly enough to keep pace with the speaker.<sup>23</sup> In language learning, practicing the knowledge is needed.

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<sup>21</sup> Don Snow, *More Than A Native Speaker*, 7

<sup>22</sup> H.H. Stern, *Fundamental Concept Of Language Teaching* (New York: Oxford University Press, 1984), 18

<sup>23</sup> Don Snow, *More Than A Native Speaker*, 7

An assumption of the educational system is that by the time children start school, the majority are competent users of their native language. Students can listen to what people say to them and understand, follow instruction, speak clearly, use language to express their need, convey a message to someone else, and take turns in conversation.<sup>24</sup> These are reasonable expectation. But for far too many children poor language at school entry can begin a downward spiral of poor literacy, under achievement and in long term, poor job prospect.

It is very natural if people who have high intelligence are hoped to get good achievement in learning process. One o intelligence definition stated that intelligence is an ability to learn (Wechsler, 1958; freeman, 1962).<sup>25</sup> Learning in general definition is every behavior changes that are caused by experiences or as individual interaction result with its society. Because of human have dynamic and opened characteristic toward every change in their selves and their environment around them, so, learning process will always occur in the human life.

In specific definition, learning is an acquisition or getting knowledge and new skill. That definition is as formal education purpose in the school or in education institution, which have planned program, concrete instructional purpose, and followed by students as

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<sup>24</sup> Julia M. Carol (Et.Al), *Developing Language And Literacy* (USA: Wiley-Blackwell, 2011), 2

<sup>25</sup> Saifuddin Azwar, *Pengantar Psikologi Intelligence* (Yogyakarta:Pustaka Pelajar, 2004), 163

an activities conducted systematically.<sup>26</sup> In this context, achievement meaning or learning succeed definition can be operational in form of indicators that is school report, index of academic achievement, graduate values, ranking, etc.

A sequence of number is students' report book is a fact proof from teaching-learning process. Its various numbers, may be fifty until ninety, is a proof that children mastering toward every subject is different each other. Students have various understanding ability. So that, there is maximal (excellent), optimal (very good), and low for every material which students mastered.<sup>27</sup>

Some indicators in language learning can identify language development. The indicators consist of vocabulary, kinds, structure and form of sentence, content, pictures, or some expressive moving.<sup>28</sup> Those indicators with right evaluation or assessment can measure the success of language learning.

From definition above the writer concludes that the definition of English achievement is grade of success, skill or cleverness of English learning process that have been achieved by students to get changed new behavior. The result of evaluation then documented in teacher list of score and class guardian also the document in administration of curriculum. After that the result of evaluation is

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<sup>26</sup> Saifuddin Anwar, *Pengantar Psikologi Intelligence*, 163

<sup>27</sup> Syaiful Bahri Djamarah, Aswan Zain, *Strategi Belajar Mengajar* (Jakarta:Rineka Cipta, 1996) 129

<sup>28</sup> Abin Syamsudin Makmun, *Psikologi Kependidikan* (Bandung: Remaja Rosada Karya, 2002), 99

given the students and their parents in the form of report book in the end of semester of graduation.

b. Factors Influence of Achievement

In learning process, some factors are influences. Based on Muhibb Syah in his book *Psikologi Pendidikan* said that influences students achievements are intern factors and extern factor.<sup>29</sup>

1) Internal Factors

a) Health physical and spiritual health is a great effect on learning ability. Health care is very important for everyone both physical and mentally, in order to remain strong body, the mind is always fresh, and energetic in carrying out learning activities.

b) Intelligence and Talent

Intelligence and talent is much influenced by learning ability. If someone has high intelligence and talent there in the field study, then the learning process is going smoothly and successfully compared with people who have talent but have low intelligence.

c) Interest and Motivation

Interest and motivation are two aspects of the psychic who is also a great effect on learning achievement. Great interest in learning is big capital produce high achievement. Motivation is

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<sup>29</sup>Muhibbin Syah, *Spikologi Pendidikan* , 132,

different from interest.<sup>30</sup> Motivation is stimulating attention the student, give spirit and a good direction in their attitude.<sup>31</sup>

## 2) External Factors

### i. Family

Family is father, mother, children and family members who become residents. Parental factors have a major impact on the child's success in learning. In addition, housing condition is also factor for the success in learning.

### ii. School

Abu Ahmadi in his book entitled "Teknik Belajar Yang Efektif" mention that the school environment factors influence the student achievement. Those are:

- (1) The method of teaching
- (2) The relationship between teacher and student
- (3) The relationship between student and student
- (4) The subject matter
- (5) The equipment of teaching in the school
- (6) Time allocation of lesson<sup>32</sup>

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<sup>30</sup> M. Dalyono *Psiokologi Pendidikan*, 55

<sup>31</sup> Mustaqim Abdul Wahib, *Psikologi Pendidikan* (Jakarta: PT. Rineka Cipta, 1991) 66

<sup>32</sup> Abu Ahmadi, *Teknik Belajar Yang Efektif* (Jakarta: PT Rineka Cipta, 1991), 99

iii. Society Environment

Society is the factors that influence the achievement of learning, there are:

- (1) Mass media
- (2) The friendship
- (3) The society activity
- (4) The culture of neighbor live

**3. The Correlation between Interpersonal Intelligence and Students' English Achievement**

Interpersonal means interpersonal communication. Interpersonal communication is central to our everyday live. We count on others to care about what is happing in our lives and help us sort through problems and concerns. We want them to share our worries and our joys. In addition, we need others to encourage our personal and professional growth.<sup>33</sup>

According to Ceci & Gilstrap, Christian, Bachnan, & Morrison as picked up by John W. Santrock in *His Book Educational Psikology, Second Edition* explained that studies of schooling also reveal effects on intelligence. Also according Ramphal as picked up by John W. Santrock explained the biggest effects have been found when large groups of children have been deprived of formal education for an extended period, resulting in lower intelligence. In one analysis of studies on schooling and intelligence, it was concluded that schooling and intelligence influence

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<sup>33</sup> Julia T. Wood, *Interpersonal Communication: Everyday Encounters, Sixth Edition* (Wadsworth, Cengage Learning 2010) 10

each other.<sup>34</sup> Some factor that influence of achievement is intelligence. According to Howard Gardner as picked up by Anita Woolfolk in his book *Educational Psychology*, there are at least seven separate kind of intelligence, some of them is interpersonal intelligence.<sup>35</sup>

## H. PREVIOUS STUDY

This research planning comes from the previous research finding that is conducted by Irana Futuhati Millah presented this research under the title “a correlation study between students’ emotional quotient and student’s English achievement in SMA Bakti Ponorogo in academic year 2011/2012. From the result of earlier researcher, concludes the population that is taken the eleventh grade students of SMA Bakti Ponorogo that is 130 students. The writer chooses “purposive sampling” in this study, that is all of students’ in XI IPA 2 that consist of 27 students’ or 20% from 130 students as the population. The result of the study show that the average value of emotional quotient the score is 79-83 or 59,26% , the average value of English achievement the score is 79,5-82 or 81,49%, and there is correlation between student’s emotional quotient and student’s English achievement. The coefficient correlation is 0,519 it is higher than the coefficient of table 0,367 at the level of significant 5% and 0,470 at the level of significant 1%, conclude that there is a positive correlation

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<sup>34</sup>John W. Santrock, *Educational Psikology, Second Edition* (McGraw-Hill Higher Education, New York, 2004), 117

<sup>35</sup>Anita E Woolfolk, *Educational Psychology*, (Library Of Congress Cataloging-In-Publication Data, New York 1995), 111

between students' emotional quotient and student's English achievement in SMA Bakti Ponorogo.<sup>36</sup>

Dra. Masitowani Siregar, M.Ed and Roy Batman Sitepu were conducted to find out the effect of using multiple intelligence strategy on students' achievement in writing narrative text. The population was the students of grade XI SMA SWASTA KATOLIK 2 Kabanjahe. There were 142 students and 60 of them were taken as the sample based on random sampling technique. 30 students were taken as control group and others as experimental group (taught by using MI strategy). The instrument used to collect the data was a written test. The data were analyzed by using t-test to show the effect of MI strategy on students' achievement in narrative text. The result of the analysis showed that t-value 2.73 was higher than t-table 1.67 at the level of significance 0.05 and the degree of freedom (df) 58. It means that the alternative hypothesis is accepted. In other word, it is obvious that MI strategy can cause significant effect on students' achievement in writing text.<sup>37</sup>

Beside that Isnaini Maratus Shalihah the title “ *Kekuatan dan arah kemampuan metakognisi, kecerdasan verbal dan kecerdasan interpersonal hubungannya dengan hasil belajar biologis siswa kelas XI IPA SMA Negeri 3 Sukoharjo*. Objective of this study knows the correlation between

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<sup>36</sup> Irama Futuhati Millah, “*A Correlation Study Between Students' Emotional Quotient And Student's English Achievement In SMA Bakti Ponorogo In Academic Year 2011/ 2012*,” (Thesis STAIN Ponorogo, 2012), 69

<sup>37</sup> Dra. Masitowati Siregar, Roy Batman Sitepu, “*The Effect Of Using Multiple Intelligence Strategy On Students' Achievement In Writing Narrative Texts*”, (article) assessed February 25<sup>th</sup> 2015

a cognition ability with cognitive achievement of biology to the student of grade XI IPA SMA Negeri 3 Sukoharjo in academic year 2011/2012; verbal intelligence with cognitive achievement of biology to the students of grade XI IPA SMA Negeri 3 Sukoharjo in academic year 2011/2012; interpersonal intelligence with cognitive achievement of biology to the students of grade XI IPA SMA Negeri 3 Sukoharjo in academic year 2011/2012

The research applies a co relational quantitative by using simple random sampling technique. The data collection techniques use the questionnaire and documentation technique. In this research, it was found that there was significance correlation.<sup>38</sup>

## I. THEORETICAL FRAMEWORK

X = Interpersonal Intelligence

Y = English Achievement

From the two variables above, we can conclude the theoretical framework as follows:

1. If the students have high interpersonal intelligence, the students will have high achievement in English subject.
2. If the students have low interpersonal intelligence, the students will have bad achievement in English subject.

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<sup>38</sup> Isnaini Maratush Shalihat, "*Kekuatan Dan Arah Kemampuan Metakognisi, Kecerdasan Verbal Dan Kecerdasan Interpersonal Hubungannya Dengan Hasil Belajar Biologi Siswa Kelas XI IPA Negeri 3 Sukoharjo in academic year 2012,*" (thesis universitas sebelas maret Surakarta, 2012)

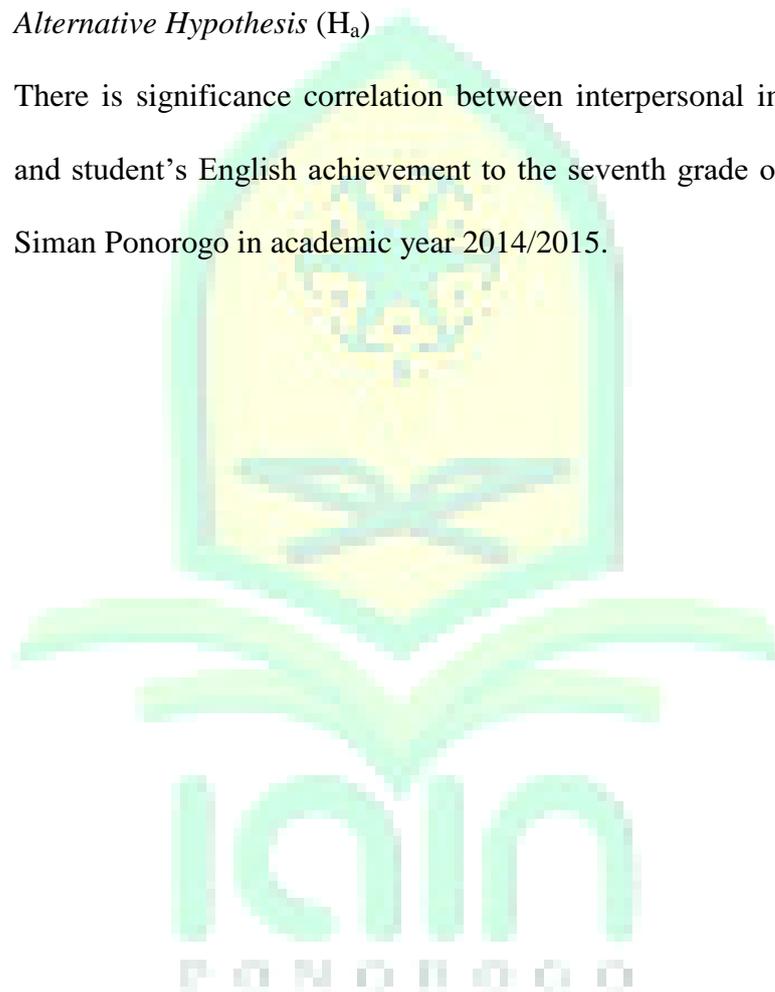
## J. HYPOTHESIS

1. *Null Hypothesis* ( $H_0$ )

There is no significance correlation between interpersonal intelligence and student's English achievement to the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015

2. *Alternative Hypothesis* ( $H_a$ )

There is significance correlation between interpersonal intelligence and student's English achievement to the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research is correlation research, the research is intended to know whether or there is significance correlation interpersonal intelligence and student's English achievement. According to Schmidt and Davies "*The data in co relational research are analyzed using co relational statistic resulting in correlation coefficient which shows the degree of the relationship between the variables involved*".<sup>39</sup>

There are two variable in this research, namely interpersonal intelligence and student's English achievement. Interpersonal intelligence is independent variable and student's English achievement is dependent variable. Interpersonal intelligent is taken from the result of questionnaire; meanwhile student's English achievement of seventh grade is taken from the report in the form of document. The proposed design of the research is as follow.

X : Interpersonal Intelligence (variable X)

Y : student's English achievement (variable Y)

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<sup>39</sup> Lathif, Muhammad Adnan. *Research Methods On Language Learning An Introduction* (universitas negri malang UM PRESS, 2013 ) 113

## B. Population, Sample

### 1. Population

Population means is all of subject in which the researcher can get the data. Population is all members of any well-defined class of people, events or subject.<sup>40</sup>

Population is all data source that have certain characteristics for a research. They can be people, things, animals, plants, test scores, or events.<sup>41</sup> so, population is a complete collection from element-element of kind, but can be differenced based on the characteristic.

Based the definition above the population in this research is the seventh students of SMPN I Siman Ponorogo in academic year 2014/2015 consist of seventh classes with total population are 141 students.

### 2. Sample

The sampling is fundamental to all the statistical techniques and statistical analysis.<sup>42</sup> There are two techniques of sampling namely probably sampling and no probably sampling. In this research, the researcher uses probability sampling. One of parts is probability sampling is random sampling. In a random sample each person in the universe has an equal probability of being chosen for the sample, in every

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<sup>40</sup> Donald Ary, Lucy Cheser Jacobs, Ashgar Razavieh And Charis Sorensem, *Introduction To Research In Education* (Australia: wadsworth cengange learning, 2010), 148

<sup>41</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktik* (Jakarta: PT Rineka Cipta, 1992), 213

<sup>42</sup> Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statistics* (New Delhi: New Age International Ltd), 83

collection of person of the same size has an equal probability of becoming the actual sample.<sup>43</sup>

If the number of population is less than 100 peoples, they all should be taken as the sample. But if the number of the population is more than 100 peoples, the researcher can took the sample about 10%- 15% or 20%- 25% the population or more.<sup>44</sup>

The researcher took 37 students of seventh grade SMPN I Siman as sample. It means 25% from the population.

### C. Technique of Data Collection

To get the data is very important to choose the best technique. To collect the data a research need instrument, there are two instruments was used to collect data, they are:

#### 1. Questionnaire

Questionnaire is the technique or method to collect data, indirectly (researcher did not make some dialogue with respondent). Instrument data collection also called by questionnaire, which contain some question or statement by respondent.

#### 2. Documentation

Documentation method is used to find out the data from the written documentation, such as daily notes, transcript, books, newspaper.

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<sup>43</sup> Kenneth D, Bailey, *Methods Of Social Research* (New York: A Division Of Macmillan, 1987), 87

<sup>44</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktik* ( Jakarta: PT Rineka Cipta, 1992), 107



ACADEMIC YEARS 2014/2015	Student's English achievement (variable Y)	6. See situation from different perspectives 7. Create positive relationship with others 8. Good at resolving conflict in groups.  Value midterm test result on the subject of seventh grade of SMPN I Siman	2,15,16  17,18,19,20  10,11	Documentation
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Table 3.2

The item of questionnaire after get validity test

Title	Variable	Indicator	No item of instrument	Technique
THE CORRELATION BETWEEN INTERPERSONAL	Interpersonal Intelligence (variable X)	1. The students have good ability to know and understand others better in the interest, desire, or	5,6,14	Questionnaire

<p>INTELLIGENCE AND STUDENT'S ENGLISH ACHIEVEMENT TO THE SEVENTH GRADE OF SMPN I SIMAN IN ACADEMIC YEARS 2014/2015</p>	<p>Student's English achievement (variable Y)</p>	<p>motivation.</p> <p>2. The Empathy</p> <p>3. Like peace, harmony, cooperation and do not like confrontation.</p> <p>4. Good communication</p> <p>5. Skilled at nonverbal communication</p> <p>6. See situation from different perspectives</p> <p>7. Create positive relationship with others</p> <p>8. Good at resolving conflict in groups.</p> <p>Value midterm test result on the subject of seventh grade of SMPN I Siman</p>	<p>12</p> <p>7,8</p> <p>9</p> <p>3</p> <p>15</p> <p>17,18,19</p> <p>10</p>	<p>Documentation</p>
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Although, the scale that is used that is likert scale, it is the scale that is used to measure attitude, argument, and people perception about social phenomena. In the research, social phenomena has appointed specifically by the researcher, and called it by research variable. This questionnaire is used likert scale with answer choice and scoring which has four answer choice, that is SL (Selalu), S (Sering), KK (Kadang-Kadang), TD (Tidak Pernah)<sup>45</sup>

Table 3.3  
Assessment for Each Item

Answers	Score
SI	4
S	3
KK	2
TP	1

#### D. Instrument of the Data Collection

The instrument in this research is questionnaire that will be used to know the interpersonal intelligence based on indicators of X variable and Y variable based on student' English achievement;

In quantitative research, instrument of data collection or the research instrument is agreed with the instrument validity and reliability. They are used to measure the data from questionnaire. The complete explanations are follows:

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<sup>45</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung, Alfabeta, 2013) 93

## 1. Validity

Validity is an important key to effective research. According to Karl Person, validity is the correlations product moment technique.<sup>46</sup>

The steps to calculate the validity are:

- a. Make the table of item analysis of all questions.
- b. Make the table of item analysis of each question
- c. Apply the data to the formula of product moment correlation

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}}$$

- d. Make interpretation of the correlation result  $r_{xy}$  of each question.

When the coefficient correlation  $r_{xy} \geq 0.361$ , so the question item is valid, and when the coefficient correlation was under  $r_{xy} \leq 0.361$  so the question item is invalid. Finally, the result of questionnaire is:<sup>47</sup>

Table 3.4 The Calculation Result Of Data Validity, As Follow

Variable	No. Instrument	Calculated	"r" Table	Explanation
X Variable : Interpersonal Intelligence	1	0.296	0.361	Invalid
	2	0.113	0.361	Invalid
	3	0.512	0.361	Valid
	4	0.299	0.361	Invalid
	5	0.759	0.361	Valid
	6	0.678	0.361	Valid
	7	0.614	0.361	Valid
	8	0.439	0.361	Valid
	9	0.705	0.361	Valid

<sup>46</sup> Retno Widyaningrum, *Statistic Edisi Revisi*, (Ponorogo: STAIN Press Ponorogo), 105

<sup>47</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan dan Praktik* (Jakarta: PT: Rineka Cipta, 1992), 102

	10	0.649	0.361	Valid
	11	0.019	0.361	Invalid
	12	0.463	0.361	Valid
	13	0.299	0.361	Invalid
	14	0.399	0.361	Valid
	15	0.419	0.361	Valid
	16	0.194	0.361	Invalid
	17	0.386	0.361	Valid
	18	0.489	0.361	Valid
	19	0.576	0.361	Valid
	20	-0.512	0.361	Invalid

To test then validity and reliability of the instruments, the researcher took a sample of 30 respondent uses 20 item of interpersonal intelligence. Validity of the calculated item instrument to 20 items interpersonal intelligence variables, there are 13 items about which are the number 3,5,6,7,8,9,10,12,14,15,17,18,19.

## 2. Reliability

Reliability is used to measure instruments of data collection and to identify the reliable of data collection especially questionnaire. In quantitative research, reliability is an essentially a synonym for dependability, consistency and explicability over times, over instruments, and over groups of respondents.<sup>48</sup> In this research Cronbach Alpha theory is used to analyze reliability of the data, the formula as follow:

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<sup>48</sup> Louis Cohen, Lawren Manion, Keith Morrison, *Research Method In Education*, (New York: Madison A Avenue, 2007), 146

$$r_{II} = \left( \frac{K}{K-1} \right) \left( 1 - \frac{\sum s_i^2}{s_t^2} \right)$$

$r_{II}$  = test reliability

$k$  = total test

$\sum s_i^2$  = total variant of test score

$s_t^2$  = total variant of total score <sup>49</sup>

To identify variance score items used the formula as follow:

$$\sigma^2_i = \frac{\sum_i^n 1^{x^2}}{N} - \left( \frac{\sum_i^n 1^x}{N} \right)^2$$

$\sigma$  : total variance

$\sum_i^n 1^{x^2}$  = square total of X item

$\sum_i^n 1^x$  = total of X item

$N$  = the sum of students

Based on calculation above, the result of  $\sigma$  are 32.329. Than to identify total variance is used this formula, as follow<sup>50</sup>

$$\begin{aligned} r_{II} &= \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum_i^n \sigma_i^2}{\sigma_t^2} \right) \\ &= \left( \frac{20}{20-1} \right) \left( 1 - \frac{9.646}{32.329} \right) \\ &= (1.052631579) (1 - 0.298369884) \\ &= 0.738558016 \end{aligned}$$

From the calculation above, the result is  $0.738558016 = 0.739$   
Instrument of data collection above is reliable. Because the result  $r_{ii} = 0.739$ ,  $r_{tabel} 0.349$ . Based on cronbach alpha analysis if the  $r_{ii} > r_{table}$  the

<sup>49</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktik*, (Jakarta PT Rineka Cipta, 1998), 193

<sup>50</sup> Ibid., 193

data is reliable. It can be concluded that the research instrument in this research are reliable.

#### **E. Technique of Data Analysis**

In this research, researcher chooses the technique to analysis data by using statistic. *“Statistical measures used in descriptive statistics include measures of central tendencies, measures of spread, and measures of relative position. Measures of central tendencies include mean, median and mode. Measures of spread include range, variance, and standard deviation. Measures of relative position include standard scores, percentile rank, and percentile score.”*<sup>51</sup>

It means statistic is away to collecting, completing, summarizing and presenting of data investigation. Furthermore, statistic represents they way of process and conclusion of data accurately and decision logically. Based on this opinion statistic instrument is used by researcher to take conclusion and decision logically.

The data that have been collected by using research instrument to be analyzed. Dealing research construction, it correlation between two variables and two data that were obtained are interval. Thus, to know whether or not there is significance correlation between interpersonal intelligence and students' English achievement.

Before testing hypothesis, researcher have to prove that data are fulfilled the requirement. The requirements include providing normality test.

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<sup>51</sup> Lathif, Muhammad Adnan. *Research Methods On Language Learning An Introduction* (universitas negri malang UM PRESS, 2013 ) 225

### The Normality Test

The simplest test for normality is to graph the frequency distribution of the data. If the amount of data is quite a lot and it was not 100% normal distribution, then the possibility of any conclusions drawn. To avoid errors, the researcher uses a formula that has been tested, namely the *lilifors*. If the  $L_m < L_{table}$  the data test is normal and if the  $L_m > L_{table}$  the data test is not normal.<sup>52</sup> After that, make hypothesis:

- a. Ho received if  $L_m < L_{table}$  (0.161)
- b. Ho rejected if  $L_m > L_{table}$  (0.161)

Based on calculation above, it can be conclude that  $L_m$  is 0.107 it mean that  $0.107 < 0.161$  so HO was received. It means that the data is normal.

After determining normality, researcher do two steps to analyze data as follow:

1. The technique use to classify the students into three criteria, they are up rank (high), middle rank (sufficient), and bottom rank (low) the formula are:

- a.  $Mx + 1.SDx$

$$Mx - 1.SDx$$

Notes:

$Mx$  = mean of interpersonal intelligence (x)

$SDx$  = standard deviation of interpersonal intelligence (x)

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<sup>52</sup> Retno widyaningrum, statistic, (STAIN PO, Pess: Ponorogo, 2009), 203

From the calculation above, the result of  $M_x = 35.32432432$

$SD_x = 3.665028299$

This technique was used to analyze interpersonal intelligence of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015.

b.  $M_y + 1.SD_y$

$M_y - 1.SD_y$

Notes:

$M_y$  = mean of students' English achievement (y)

$SD_y$  = standard deviation of student' English achievement (y)

From the calculation above, the result of  $M_y = 69.13513514$

$SD_y = 14.31498931$

This technique was used to analyze students' English achievement of seventh grade of SMPN I Siman in academic year 2014/2015, these technique classify the students into three criteria. They are up rank (high), middle rank (sufficient), and bottom rank (low).

2. The technique of data analysis in this research is the product Moment formula for the data 30 or more than 30.<sup>53</sup> Thus, to identity whether there is significant correlation between interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorogo.

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<sup>53</sup> Retno Widyaningrum, *Statistic*, (STAIN PO, Pess: Ponorogo, 2011), 110

The step of correlation product moment:

- a. Please determine i (interval) of each variable.
- b. Making map correlation
- c. Determine  $Cx'$   $Cy'$

$$Cx = \text{the correlation value of X variable, } Cx' = \frac{\sum fx'}{N}$$

$$Cy = \text{the correlation value of Y variable, } Cy' = \frac{\sum fy'}{N}$$

- d. Determining standard of deviation

$$SDx' = \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$SDy' = \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2}$$

- e. Determining  $r_{xy}$

$$r_{xy} = \frac{\frac{\sum x' y'}{N} - Cx' Cy'}{SDx' SDy'}$$

$r_{xy}$  = the correlation coefficient

N = number of cases

- f. Giving interpretation by:

- 1) Determining the correlation criteria by apply the index of correlations. it as follow: suggest by Arikunto follow:

Table 3.5 The index of correlation

No	Scale	Interpretation
	0,800- 1.000	High correlation
	0.600- 0.800	Sufficient correlation
	0.400- 0.600	Fair correlation
	0.200- 0.400	Low correlation
	0.000- 0.200	Very low correlation <sup>54</sup>

2) Determining the significant standard 5% and 1%



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<sup>54</sup> Arikunto, procedure penelitian, 155

## CHAPTER IV

### RESEARCH RESULT

#### A. General Data

##### 1. Place And Time Of The Research

###### a. Place of the research

This research takes place at SMPN I Siman Ponorgo. It is located at Demagen, Siman Ponorogo. The reason for selecting the school because the research conducted teaching practice for one month at that school, so the researcher have been know the condition of the students at SMPN I Siman.

###### b. Time of the research

This research is conducted for 4 months, February to May 2015. The researcher proposes the title of the research, reviews reference relates to the problem. Observe of the place of the research, and arrange the research design and instrument. All activities are conducted from February to April.

The researcher collecting data, codes and analysis the data collected and then makes a conclusion of the data analysis. All the activities are conducted from March to May.

##### 2. The History of SMPN I Siman

SMPN Siman in 1983/ 1984 by the Indonesia ministry of education and culture decree number 0472/0/1983. November 7<sup>th</sup> 1983. It is located

at Demangan Siman Ponorogo. In the beginning, there are three classrooms with 120 students. The numbers of teacher is 12 and there are two staffs of administration. The first headmaster of SMPN I Siman is Drs. Trisoeka who had lived at Dr. Soetomo street Ponorogo.

In conducting teaching and learning activities at the first year (in academic year 1983/ 1984 – 1984/1985), the students still use the building of kepunrubuh elementary school Siman Ponorogo. It was about 1 kilometer from the building of SMPN I Siman.

Then at December 19<sup>th</sup> 1984, the building of SMPN I Siman finished and had an official appointment by Wahono as the governer of east java. The yard is 11,000 m<sup>2</sup> with room like blow:

- 6 (six) classrooms
- 1 (one) student's toilet
- 1 (one) teacher's room
- 2 (two) headmaster's room
- 1 (one) administration room
- 1 (one) healthy room
- 1 (one) kitchen

In the program of SMPN I Siman, which was had 120 students in three classes at 1983, at 2012; SMPN I Siman had 567 in 21 classes. Now 2015 the total number of students is 437 in 20 classes.<sup>55</sup>

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<sup>55</sup> 01/D/20-IV/2015

### 3. Geographic Location

SMPN I Siman is located in Siman street, Demangan, Siman, Ponorogo, east java. SMPN I Siman located in strategic area because it is beside the highway and between sub districts. Beside that it supported by transportation because the street is as transportation lane. So that everyone is easy to go there.<sup>56</sup>

### 4. The Vision, Mission and the Goal of SMPN I Siman

An education institution of course has its own vision, mission and specific goal. It will give guidance and motivation as movement power for all community in school developing process. Besides, vision, mission and goal are also as guidance for making same perception, paradigm, ideas, and expectation all people in the institution. The school success depends on how far vision, and mission and goal have already done.

- a) Vision: have high achievement based on faith and belief.
- b) Mission:
  - 1) Produces a complete curriculum set.
  - 2) Produces active, creative, effective and full enjoy learning activities (PAKEM)
  - 3) Produces competitive graduation
  - 4) Produces good achievement in extracurricular program
  - 5) Produces complete and up to date facility and infrastructure
  - 6) Produces learning media

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<sup>56</sup> 02/D/20-IV/2015

- 7) Produces qualified human and competent in their field
  - 8) Produces participative school management
  - 9) Produces harmonious work situation
  - 10) Produces clean and healthy school environment
  - 11) Produces society participation in school financing
- c) Goal
- 1) Implementation of the standard of the content
  - 2) Implementation of the standard of learning process
  - 3) Achieving the standard of graduation
  - 4) Achieving the standard of extracurricular activities
  - 5) Achieving the standard of facility and infrastructure
  - 6) Achieving the standard of teacher and staff
  - 7) Achieving the standard of school management
  - 8) Achieving harmonious job between school society based on the regulation<sup>57</sup>

#### 5. The Facilities and Infrastructure of SMPN I Siman

SMPN I Siman was built in 11.100 m<sup>2</sup>. SMPN I Siman also has other facility and some rooms to support learning process.<sup>58</sup>

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<sup>57</sup> 03/D/20-IV/2015

<sup>58</sup> 04/D/20-IV/2015

Table. 4.1

## Building condition of SMPN I Siman

No	Type	Total	Width (m)
1	Basketball court	1	36 x 16,5
2	Ceremony field	1	29 x 29
3	Classroom	19	7 x 9
4	Science laboratory	1	10 x 14
5	Computer laboratory	1	7 x 6
6	Multimedia room	1	8 x 12
7	Library	1	12 x 7
8	Auditorium	1	18 x 9
9	Health room	1	4 x 6
10	Cafeteria	1	5 x 7
11	Counseling room	1	9 x 4
12	Headmaster room	1	8 x 3
13	Teacher room	1	8 x 6
14	Administration room	1	6 x 6
15	Students' organization room (OSIS )	1	5 x 6
16	Teachers' toilet	2	3 x 3
17	Students' toilet	3	3 x 3
18	Warehouse toilet	1	7 x 5
19	Mosque	1	9 x 12

## 6. The Teachers and Students Condition of SMPN I Siman

The total whole educators in SMPN I Siman in academic year 2014/2015 are 42 educators. It consists of 15 man teachers and 26 women teacher. Almost all teachers teach on their qualification of education. Besides, there are 10 persons as the staff of administration and others in SMPN I Siman.

There are 437 students of SMPN I Siman in academic year 2014/2015. It divided into three grades; the seventh grade, the eighth

grade, and the ninth grade. Each grade has seven classes. The total number of seventh grade is 147 students. The total number of eighth grade is 144 students and ninth grade is 146 students.

#### 7. The Organization Structure of SMPN I Siman

Organization structure in an institution is very important because it make the reader easier to know people in their position in that institution. Beside, the institution will be easier in conducting the program planned, work mechanism, and the duty or responsibility.<sup>59</sup>

The organization structure of SMPN I Siman was shown clearly in appendix 7.

### **B. Data Description**

To introduce research, the writer promotes the number of sample that will be research is 37 students. Those samples take the seventh grade students, this research will show variable of interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015

1. The description about interpersonal intelligence of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015

This description, the researcher explains the way to find the data of interpersonal intelligence. To determine how high the interpersonal intelligence of SMPN I Siman, the researcher uses questionnaire. The questionnaire contains favorable items. The teacher in that class spreads it

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<sup>59</sup> 05/D/20-IV/2015

to students. So the researcher gets score of questionnaire. The questionnaire score is:

Table 4. 2

## Score Of Interpersonal Intelligence Of The Students SMPN I Siman

Ponorogo In Academic Year 2014/2015

No. Respondent	Score Of Questionnaire
1	37
2	33
3	35
4	31
5	32
6	46
7	40
8	37
9	31
10	39
11	32
12	34
13	41
14	33
15	33
16	34
17	36
18	34
19	40
20	36
21	31
22	31
23	37
24	34
25	32
26	31
27	39
28	41

29	35
30	36
31	39
32	33
33	38
34	32
35	30
36	37
37	37

2. The description about students' English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015

This description means to determine how students' English achievement of the seventh grade. Student' English achievement can be determined from documentation the score of middle test. The English achievement score is:

Table 4.3

Score of students' English Achievement of the Seventh Grade of SMPN I Siman Ponorogo in Academic Year 2014/2015

No. Respondent	Score English Achievement
1	76
2	60
3	76
4	45
5	60
6	90
7	70
8	35
9	65
10	82
11	70

12	74
13	85
14	70
15	70
16	65
17	65
18	75
19	87
20	75
21	70
22	74
23	80
24	74
25	45
26	35
27	80
28	90
29	74
30	76
31	85
32	35
33	76
34	60
35	60
36	75
37	74

### C. Data Analysis

In this chapter, the researcher has been describing the mean and deviation standard of interpersonal intelligence and students' English achievement and the correlation between interpersonal intelligence and students English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015.

### 1. The Analysis About Interpersonal Intelligence To The Seventh Grade Students Of SMPN I Siman Ponorogo In Academic Year 2014/2015

The analysis was conducted to determine the interpersonal intelligence at the seventh grade students of SMPN I Siman Ponorogo in academic year 2014/2015. The interpersonal intelligence could be determined from the score of interpersonal intelligence, which made into score interval.

The steps:

- To determine M.X
- To determine SD x
- To determine top up of the interpersonal intelligence score
- To determine bottom of the interpersonal intelligence score
- To make an analysis of students' interpersonal intelligence

Table 4.4 The Analysis Data of Interpersonal Intelligence to the Seventh Grade Students of SMPN I Siman Ponorogo in Academic Year 2014/2015

<i>X</i>	<i>F</i>	<i>fx</i>	<i>x (x- mx)</i>	<i>x<sup>2</sup></i>	<i>fx<sup>2</sup></i>
46	1	46	10	100	100
41	2	82	5	25	50
40	2	80	4	16	32
39	3	117	3	9	27
38	1	38	2	4	4
37	5	185	1	1	5
36	3	108	0	0	0
35	2	70	-1	1	2
34	4	136	-2	4	16
33	4	132	-3	9	36
32	4	128	-4	16	64
31	5	155	-5	25	125
30	1	30	-6	36	36
	$\sum x = 37$	$\sum fx = 1307$			$\sum fx^2 = 497$

$$\begin{aligned}
 M_x &= \frac{\sum fx}{N} \\
 &= \frac{1307}{37} \\
 &= 35.324324332 \\
 &= 36
 \end{aligned}$$

After determining  $M_x$ , and then the researcher determined  $SD_x$ . it was conducted to know how much the devise standard of interpersonal intelligence score.

The formula could be explained clearly as the formula bellow:

$$\begin{aligned}
 SD_x &= \frac{\sqrt{\sum fx^2}}{N} \\
 &= \frac{\sqrt{497}}{37} \\
 &= \sqrt{13.43243243} \\
 &= 3.665028299 \\
 &= 4
 \end{aligned}$$

After determining  $M_x$  and  $SD_x$ , then the researcher determined top up and bottom of the interpersonal intelligence score. This was conducted to know the limitation of standard category from the interpersonal intelligence scores.

$$\begin{aligned}
 \text{Top up of interpersonal intelligence score} &= M_x + 1.SD_x \\
 &= 36 + 1.4 \\
 &= 40
 \end{aligned}$$

$$\begin{aligned}
 \text{Bottom of interpersonal intelligence} &= M_x - 1.SD_x \\
 &= 36 - 1.4 \\
 &= 32
 \end{aligned}$$

The interpersonal intelligence to the seventh grade students of SMPN I Siman Ponorogo in academic year 2014/2015 could be determined by accumulating data above. The analysis could be seen clearly as the table below:

Table 4.5 The Analysis of Interpersonal Intelligence to the Seventh Grade Students of SMPN I Siman Ponorogo in Academic Year 2014/2015

<b>Interval</b>	<b>F</b>	<b>Category</b>	<b>Percents</b>
40 – 46	4	Good	10.810%
33 – 39	23	Enough	62.162%
30 – 32	10	Less	27.027%

From the counting above, it could be seen the interpersonal intelligence to the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015 was very varieties. There were 10.810% or 4 students got good categorization by scoring between 40-46, 62.162%, 23 students got enough categorization by scoring between 33-39, and 27.027%, 10 students got less categorization by scoring between 30-32. So that, it could be concluded that the interpersonal intelligence to the seventh grade students of SMPN I Siman Ponorogo in academic year 2014/2015 was enough.

## **2. The Analysis About Students' English Achievement To The Seventh Grade Of SMPN I Siman Ponorogo In Academic Year 2014/2015**

The analysis was conducted to determine the students' English achievement to the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015. The English achievement could be determined from the English achievement score that made into score interval.

The steps:

- a. To determine M.Y
- b. To determine SD Y
- c. To determine top up of the students' English achievement score
- d. To determine bottom of the students' English achievement score
- e. To make an analysis of students' English achievement

Table 4.6 The Analysis Data of Students' English Achievement to the Seventh Grade Students of SMPN I Siman Ponorogo in Academic Year 2014/2015

<i>Y</i>	<i>F</i>	<i>Fy</i>	<i>y (y-my)</i>	<i>Y<sup>2</sup></i>	<i>Fy<sup>2</sup></i>
90	2	180	20	400	800
87	1	87	17	289	289
85	2	170	15	225	450
82	1	82	12	144	144
80	2	160	10	100	200
76	4	304	6	36	144
75	3	225	5	25	75
74	5	370	4	16	80
70	5	350	0	0	0
65	3	195	-5	25	75
60	4	240	-10	100	400
45	2	90	-25	625	1250
35	3	105	-35	1225	3675
	$\sum y = 37$	$\sum fy = 2558$			$\sum fy^2 = 7582$

$$\begin{aligned}
 M Y &= \frac{\sum fy}{N} \\
 &= \frac{2558}{37} \\
 &= 69.13513514 \\
 &= 70
 \end{aligned}$$

After determining M Y, and then the researcher determined SD Y. it was conducted to know how much the devise standard of students English achievement score.

The formula could be explained clearly as the formula bellow:

$$\begin{aligned}
 SD Y &= \frac{\sqrt{\sum fy^2}}{N} \\
 &= \frac{\sqrt{7582}}{37} \\
 &= \sqrt{204.9189189} \\
 &= 14.31498931 \\
 &= 15
 \end{aligned}$$

After determining M Y and SDY, then the researcher determined top up and bottom of the students English achievement score. This was conducted to know the limitation of standard category from the students' English achievement scores.

$$\begin{aligned}
 \text{Top up of students' English achievement score} &= MY + 1.SD Y \\
 &= 70 + 1.15 \\
 &= 85 \\
 \text{Bottom of students' English achievement score} &= M Y - 1.SDY \\
 &= 70 - 1.15 \\
 &= 55
 \end{aligned}$$

The students' English achievement to the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015 could be determined by accumulating data above. The analysis could be seen clearly as the table below:

Table 4.7 The Analysis of the Students' English Achievement to the Seventh Grade of SMPN I Siman Ponorogo in Academic Year 2014/2015

Interval	F	Category	Percents
85 – 90	5	Good	13.514%
60 – 82	27	Enough	72.973%
35 – 45	5	Less	13.514%

From the table above, it could be seen that the students' English achievement of seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015 was varieties. There are 13.514% or 5 students got good categorization by scoring between 85-90, 64.865%, 27 students got enough categorization by scoring between 60-82, and 13.514%, 5 students got less categorization by scoring between 35-45. So that, it could be concluded that the students' English achievement of seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015 was enough.

### **3. The Correlation Between Interpersonal Intelligence and Students English Achievement of the Seventh Grade Of SMPN I Siman Ponorogo in Academic Year 2014/2015**

The steps of the data analysis applied in this research:

- a. Determining  $H_a$  and  $H_o$

$H_a$  and  $H_o$  determined on page 23

- b. Making correlation map with variable X and Y. the correlation map was shown clearly in table 4.8

c. Determining  $Cx'$  and  $Cy'$

$$\begin{aligned} Cx' &= \frac{\sum fx'}{N} \\ &= \frac{-29}{37} \\ &= -0.783783783 \end{aligned}$$

$$\begin{aligned} Cy' &= \frac{\sum fy'}{N} \\ &= \frac{-32}{37} \\ &= -0.864864864 \end{aligned}$$

d. Determining  $SDx'$  and  $SDy'$

$$\begin{aligned} SDx' &= \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\ &= \sqrt{\frac{433}{37} - \left(\frac{-29}{37}\right)^2} \\ &= \sqrt{11.7027027} - 0.614317018 \\ &= \sqrt{11.08838568} \\ &= 3.329922775 \end{aligned}$$

$$\begin{aligned} SDy' &= \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2} \\ &= \sqrt{\frac{424}{37} - \left(\frac{-32}{37}\right)^2} \\ &= \sqrt{11.45945946} - 0.747991233 \\ &= \sqrt{10.71146823} \\ &= 3.272837947 \end{aligned}$$

- e. Computing by applying the formula of product moment correlation

$$\begin{aligned}
 r_{xy} &= \frac{\frac{\sum x' y'}{N} - C X' C Y'}{SD x' SD y'} \\
 &= \frac{\frac{344}{37} - (-0.78378378 \times -0.864864864)}{3.329922775 \times 3.272837947} \\
 &= \frac{9.297297297 - 0.677867054}{10.89829762} \\
 &= \frac{8.619430243}{10.89829762} \\
 &= 0.79089694 \\
 &= 0.791
 \end{aligned}$$

- f. Giving interpretation

The interpretation was explained in next discussion section

#### **D. Discussion**

The research founded that  $r_{xy} = 0.791$  after that making an interpretation based on the calculation whether any correlation between the interpersonal intelligence and students' English achievement of seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015

#### **E. Interpretation**

There were two ways to interpret the correlation between the interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015 by using product moment

1. Interpretation about correlation coefficient by crude digit

After finding out the result of research, the correlation coefficient was 0.791. it was a positive value. From this, it could be founded that the correlation was direction correlation. The significant correlation here means the correlation in run a way. It means that the interpersonal intelligence of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015 become good or better causes, the students' English achievement become good or better too.

2. The interpretation is connected with the table of product moment.

Ha: There was any correlation between interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015. So, Ha is accepted.

Ho: There was no any correlation between interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015. So Ho is rejected.

Then, the researcher analyzed from two hypotheses above by comparing the value of  $r_{xy}$  or  $r$  empiric with the table of product moment, but first we have to find df.

$$df = N - nr$$

$$= 37 - 2$$

$$= 35$$

Note :

- If  $r_{xy} > r_{table}$  so  $H_0$  is rejected or  $H_a$  is accepted
- If  $r_{xy} < r_{table}$  so  $H_0$  is accepted or  $H_a$  is rejected

From table:

The significant standard of 5%, = 0.325

The significant standard of 1%, = 0.418

Because of  $r_{xy} = 0.791$

So that,  $r_{xy} > r_{table}$

The significant standard of 5%, = 0.325, = 0.791 > 0.325 and

The significant standard of 1%, = 0.418, = 0.791 > 0.325

It means that  $H_0$  was rejected or  $H_a$  was accepted.

From the accumulation data above, it could be concluded that there was significant between interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015.

From the calculation above, we concluded that the result of  $r_{xy}$  was average; it was not high and no too low. It was caused both of the interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorogo in academic year 2014/2015 was enough position. Therefore, the result of calculation was in rare position.

From all explained above, the researcher could be concluded that the interpersonal intelligence and students' English achievement could be good

when the student have good communication for another student. Moreover, more importantly is the student give priority to collaboration and cooperation.

Interpersonal is one of important aspect in human life. Because wherever we are, we need another people. Interpersonal intelligence is the ability to understand another person's feelings, motivations, and intentions and to respond effectively. Interpersonal is one of psychology factor (internal) which have a big effect to reach a good achievement. Student with a good interpersonal achievement could reach a good achievement and so on.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the research result, the researcher concluded that,

1. Based on the analysis of data it can be concluded there is correlation between interpersonal intelligence and students' English achievement of the seventh grade of SMPN I Siman Ponorgo in academic year 2014-2015. The coefficient correlation is 0.791; it is higher than the coefficient of the table 0.325 at the level of significant 5% and 0,418 at the level table of significant 1%. It is a positive correlation and sufficient correlation. It can be shown in the index of correlation. The index is 0.600 – 0.800. It means, if the students have good interpersonal communication so absolutely that their English achievement better and the other way if the students have bad interpersonal communication so their English achievement worst.

## **B. Suggestion**

Having known the result of research, the writer gives some suggestion.

### **1. For the Teacher**

English teacher are suggested to enrich their teaching skill, and are taken part in increasing students' interpersonal intelligence. Need improved by the teacher at the school for increasing students' achievement. These efforts can be done by giving the task of learning outside school hour, because it will help the students to learn and continue learning outside of school or at home. Give individual or group assignments will help students to learn together with their friends and will create a unity among friends and good communication. In addition, they will learn to understand each character of them.

### **2. For the school**

Refer to the result of research, should to give more attention to students' interpersonal intelligence level, because it proved that have positive correlation with student' achievement.

### **3. For parents**

Parents should give more attention to their children psychology especially interpersonal intelligence, so children have readiness in face of all challenges and problem of life to reach successful life.

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