

**THE CORRELATION BETWEEN MULTIPLE INTELLIGENCES AND
ACADEMIC ACHIEVEMENT OF THE UNDERGRADUATE EFL
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
OF UIN RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirement to get
the title of Sarjana Pendidikan (S.Pd.)**

by

Fachriza Femmy Puspita Sari

NIM. 12250041

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Hal Pengatur Skripsi

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Bapak Dekan Fakultas Tarbiyah UIN

Raden Fatah Palembang

di

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "THE CORRELATION BETWEEN MULTIPLE INTELLIGENCES AND ACADEMIC ACHIEVEMENT OF THE UNDERGRADUATE EFL STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH PALEMBANG". Ditulis oleh saudara FACHRIZA FEMMY PUSPITA SARI (12250041) telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

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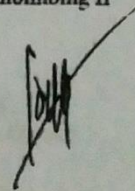
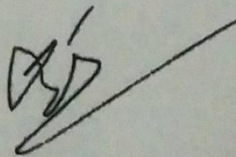
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2017

Pembimbing I

Pembimbing II



Dr. Dian Erlina, M.Hum

Beni Wijaya, M.Pd

NIP. 19730102 199903 2 001

NIK. 14020110992/BLU

**THE CORRELATION BETWEEN MULTIPLE INTELLIGENCES AND
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STUDENTS' OF ENGLISH EDUCATION STUDY PROGRAM OF UIN
RADEN FATAH PALEMBANG**

This thesis was written by **Fachriza Femmy PS**. Student Number 12250041 was defended by the writer in the Final Examination and was approved by the examination committee.

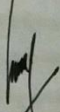
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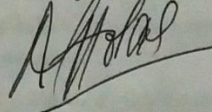
Universitas Islam Negeri Raden Fatah Palembang
Fakultas Tarbiyah dan Keguruan

**Examination Committee Approval
Chairperson,**



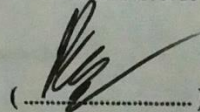
Lenny Marzulina, M.Pd
NIP. 197101312011012001

Secretary,

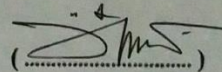


Muhammad Holandiah, M.Pd
NIP. 1974050720110111

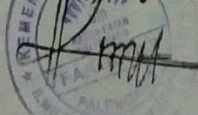
Member : Drs. Herizal, M.A
NIP. 196510211994071001



Member : Janeta Norena, M.Pd
NIP. -



**Certified by,
Dean of Tarbiyah Faculty**



Prof. Dr. H. Kasinyo Harto, M.Ag
NIP. 197109111997031004

DEDICATION

This thesis dedicated to:

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- ☞ My prophet Muhammad Shallahu alayhi wa salam with his families, his friends and his followers.
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Correlation between Multiple Intelligences and Academic Achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang" adalah hasil dari karya sendiri. Apabila ternyata bukan hasil karya saya, saya bersedia diberikan sanksi dengan pasal 70, Undang-Undang Nomor 20 Tahun 2003 tentang "Sistem Pendidikan Nasional" yang berbunyi "Lulusan karya ilmiah yang digunakan untuk mendapat gelar akademik, profesi, atau vokasi sebagaimana dimaksud pasal 25 ayat (2) terbukti merupakan penjiplakan dipidana penjara paling lama dua tahun atau di pidana denda paling banyak Rp. 200.000.000,- (Dua Ratus Juta Rupiah).
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FACHRIZA FEMMY PS
12250041

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
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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iv
LIST OF FIGURE	v
LIST OF APPENDICES	vi
ABSTRACT	vii
I. INTRODUCTION	1
1.1. Background.....	1
1.2. Problems of the Study.....	9
1.3. Objectives of the Study.....	9
1.4. Significance of the Study.....	10
II. LITERATURE REVIEW	11
2.1. The Concept of Correlation	11
2.2. The Concept of Intelligence	12
2.3. Multiple Intelligences (MI) Theory	14
2.4. Types of Multiple Intelligences	17
2.4.1. Linguistic Intelligences.....	18
2.4.2. Logical-Mathematical Intelligences	18
2.4.3. Spatial Intelligences.....	19
2.4.4. Bodily-Kinesthetic Intelligences.....	19
2.4.5. Musical Intelligences	19
2.4.6. Interpersonal Intelligences.....	20
2.4.7. Intrapersonal Intelligences.....	20
2.4.8. Naturalist Intelligences	20
2.5. Multiple Intelligences and Undergraduate EFL Classroom	20
2.6. The Concept of Academic Achievement	28
2.7. Students Academic Achievement.....	29
2.8. Previous Related Studies	30
2.9. Hypotheses.....	32

2.10. Hypotheses Testing.....	33
III. METHOD AND RESEARCH	34
3.1. Research Design	34
3.2. Research Variables	35
3.3. Operational Definitions	36
3.4. Subject of the Study	37
3.4.1. Population	37
3.4.2. Sample	37
3.5. Data Collection	39
3.5.1. Multiple intelligences Questionnaire	39
3.5.2. Documentation of Cumulative GPA	39
3.6. Data Analysis	40
IV. FINDINGS AND INTERPRETATIONS.....	42
4.1. Research Findings	42
4.1.1. Results of students' Multiple Intelligences Questionnaire	42
4.1.2. Result of Students' Academic Achievement	44
4.1.3. Normality Test & Linearity Test	46
4.1.3.1. The Result of Normality Test	46
4.1.3.2. The Result of Linearity Test.....	49
4.1.4. Correlation between Students' Multiple Intelligences and Academic Achievement.....	50
4.2. Interpretations.....	51
V. CONCLUSIONS AND SUGGESTIONS.....	56
5.1. Conclusions	56
5.2. Suggestions.....	57
REFERENCES.....	59
APPENDICES	65
DOCUMENTATIONS	

LIST OF TABLES

Table 1	Correlation Coefficient	12
Table 2	The Relationship between the Development of Multiple Intelligences and Task-based Teaching Activities	21
Table 3	The Intelligences with Corresponding Materials and Activities	24
Table 4	Category of Academic Achievement	29
Table 5	Academic Achievement Category	36
Table 6	Distribution of Population	37
Table 7	Distribution of Sample	38
Table 8	Table of Multiple Intelligences Questionnaire Specification	39
Table 9	Distribution of Students Multiple Intelligences	43
Table 10	Descriptive Analysis of Multiple Intelligences	44
Table 11	Distribution of Students Academic Achievement	45
Table 12	Descriptive Analysis of Students Academic achievement	45
Table 13	The Normality test	47
Table 14	The Linearity Test	49
Table 15	Correlation between Multiple Intelligences and Students Academic achievement	50

LIST OF FIGURES

Figure 1	Normal Q-Q Plot of Multiple Intelligences	47
Figure 2	Normal Q-Q Plot of Academic Achievement	48

LIST OF APPENDICES

- Appendix A List of Informal Interview
- Appendix B Multiple Intelligences Questionnaire
- Appendix C Result of Multiple Intelligences Questionnaire
- Appendix D Result of Academic Achievement
- Appendix E Descriptive Statistic of Questionnaire and CumulativeGPA
- Appendix F Normality Test
- Appendix G Linearity Test
- Appendix H Correlations

ABSTRACT

This research aimed to describe the relationship between multiple intelligences and academic achievement. The method which was used in this research was correlation research. The population of the research was the second, fourth, and sixth semester students of English Education Study Program of UIN Raden Fatah Palembang. There are 407 students from twelve classes as the population in this research. The sample was taken by using purposive sampling which consist of 236 students. Furthermore, there were two variables in this research. The first one was multiple intelligences (variable X) and the second one was academic achievement (variable Y). The students' multiple intelligences score was taken from the questionnaire whereas the students' academic achievement was taken from the documentation of the students cumulative grade point average (CGPA). Based on the data analysis, it was found that the r -obtained (.059) was lower than r -table (.138). Then the level of probability (p) significance (sig.2-tailed) was .402. It means that p (.402) was lower than .05. It means that H_0 was accepted and H_a was rejected. From the research finding, it can be concluded that there was no significant correlation between multiple intelligences and academic achievement. It means that students' multiple intelligences is not a dominant factor that affects academic achievement.

Key words: Multiple intelligences, and academic achievement

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

Education is a broader process than the process that goes on in school. The education system develops intelligences of students to obtain information for the deciding what kind of education is better in accommodating their talents and preferences. According to Collins and O'Brien (2011, p. 154), education is referring to a process of fostering cognitive, physical, social, emotional, or moral growth and development in individuals or groups. It refers to learning process of students in formal and non-formal institutions. Halawah (2006, p. 91) states that education is necessary owing to the atmosphere of competition. There are some factors that might make those problems of educations appear. Intelligences are not the only determinant of academic achievement.

There are many researchers believe that human intelligence consists of dozens of assorted cognitive skills that are acquired through experience and education (Cohen, 2012). It needs to be developed effectively to reach an individual's personal and educational goals. Being successful through higher education is one of the ways out to enhance it to the highest level and get better jobs in the future. In Indonesia, however, unemployment among university graduates increases each year because the lack of good achievement takes place (Priyambodo, 2012). This makes many university students including undergraduate EFL (English as a Foreign Language) students have to improve

themselves to be professional future educators and leaders equipped with sufficient language proficiency and good academic achievement.

Traditionally, people's intelligence is measured according to a very limited criteria; however, people possess a set of intelligences not just one type. It means that intelligence cannot be measured by the intelligence possessed at the same time. In Howard Gardner's (1983) book on intelligence, this was a radical departure from the previous notion of intelligence. In addition, intelligence has eight multiple intelligences include: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Therefore, a group comprised of people who possess different types of intelligences displays higher efficiency than a group of professionals who possess the same kind of intelligence. There are many different ways to be intelligent: There is no standard attributes that one must have in order to be considered intelligent. Someone who is awkward at sport does not mean that she/he cannot be a marvel in building construction (Armstrong, 2008, pp. 15-16).

According to Razmjoo, (2008, p. 156), all human beings possess all different intelligences in varying degrees and each individual manifests varying levels of these different intelligences and thus each person has a unique "cognitive profile"; that is, a) all human possess all different intelligences in varying amounts; b) each individual has a different composition; c) different intelligences are located in different areas of the brain and can either working dependently or together; d) By applying Multiple Intelligences we can improve education; and e) These intelligences may define human species. It deals with abilities which

needed by students to reach high thinking process. Furthermore, there is a concept of intelligence that celebrates individual differences, which is theory of Multiple Intelligences (MI).

Multiple Intelligences was firstly introduced in 1983 by Howard Gardner, an American psychologist. The presence of this theory which brings different perspective to intelligences as one of students' individual differences. According to this theory, every student is intelligent in a certain way to a certain degree. Not the same as the concept of traditional intelligence which only focus on to the linguistic and logical/mathematical intelligences. Jasmine (2007, p. 11) stated that the theory highly validates that individual differences are important since it tries to recognize, acknowledge and appreciate students' learning styles and interest as well as their intelligences. In addition, Chen (2005, p. 21) writes that accepting Gardner's theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction since this theory implies that educators should recognize and teach to a broader range of talents and skills that depend on a variety of intelligences.

However, theory of multiple intelligences has been widely applied in some schools By Howard Gardner in 1983. The implementation of the multiple intelligences theory in education intends to attract the learners, engage them and widen their understanding of complex concepts by teaching them according to their styles and preferences. Nevertheless, many researchers have recently proven that Multiple Intelligences theory and task-based multiple intelligence can positively and significantly contribute to the teaching and learning process, and increase students' achievement (Rattanavich, 2013). In relation to second or

foreign language classroom, multiple intelligence theory and task-based multiple intelligence can also significantly improve students' attitude towards learning English, enhance students' language skills and lead them to greater achievement in English (Ibnian & Hadban, 2013).

Many research related to multiple intelligences (MI) theory indicate that students who apply MI theory in their learning contributed significant differences in their learning output. Most of the researches conducted on multiple intelligences (MI) in teaching and learning have yielded mixed results. Certain studies shown that teaching students about the strength of using multiple intelligences (MI) in learning gained many benefits while other studies claimed that there is a cause and effect between intelligence and academic achievement (Ganggi, 2011; Laidra, Pullmann & Allik; 2007, Waterhouse, 2006).

Therefore, taking into consideration the benefits of multiple intelligences application mention above teachers should have knowledge about the education based Multiple Intelligences theory in order for them to identify the intelligences profile of the students having difficulty in comprehending the subject and to prepare appropriate activities for these profiles. Each of the intelligence is prospective in every learner and it is part of the teacher job to look after and help them develop their own intelligence. However most of parents and teacher in Indonesia do not know or forget presence of multiple intelligences so that they cannot recognize their children or students' intelligences and cannot help them succeed in their study (Rahayu, 2011).

Nonetheless, the teachers are encouraged to differentiate their instruction in order to accommodate all students and their individual needs. There are some

individual differences of the language learners that can influence the extent to which they learn the second and foreign language. Gardner (1990, p. 179) also states that two individual differences of the language learner that could influence the extent to which he or she learns the second language, one of them is intelligence. Consequently, teachers should have knowledge about the education based on multiple intelligences theory in order for them to identify the intelligence profile of the students and to prepare appropriate activities for these profiles. If the learner's intelligence can be identified, then the teachers can teach different learners successfully According to Reviews their unique orientation towards learning (Ayesha & Khurshid, 2013, p. 22).

The reality on the ground that occurred in schools in Indonesia is found mostly in Indonesia there are schools that do not use the system based learning multiple Intelligences correctly, it is evident that the majority of educators in Indonesia, still wearing just learning system requires the learners to have a single intelligence that intelligence intellectual instead of multiple intelligences. The next thing after recognizing the intelligence of every child's teacher will know the learning styles of each child that will simplify how teachers in teaching. Student's learning style is the way of student learning in receiving and understands the subject matter described by the teacher; every child has a learning style which vary according to the intelligence of the child. (Chatib, 2012, p. 100).

Nevertheless, the Undergraduate EFL students of UIN Raden Fatah Palembang have some problems where the study was conducted. In the description above, the Undergraduate EFL students of UIN Raden Fatah Palembang has a different learning style of each student. Therefore, most of the

students could not use reviews their intellect properly and satisfaction can have a cumulative Grade Point Average (GPA). Therefore, if the student UIN Raden Fatah did not have motivation within each student to improve intelligence and GPA them, that can may affect the results of intelligence and GPA results they have in the learning process in UIN Raden Fatah Palembang, they cannot identify intelligence they have and cannot get a satisfactory GPA. It indicates that multiple intelligences and academic achievement has a large portion of influences the success of students learning English in each half, so that they can improve intelligence and GPA results were very satisfactory. According to Laidra (2007) academic achievement of the students is reliant on their cognitive abilities through all grade levels.

In addition, academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduated. Academic performance can also be achieved in the competence of which has been obtained during learning in the classroom and can also be seen from the tasks given to students and teachers can also be seen on the activity of students in the classroom. According to Gudaganavar and Halayannavar (2014, p. 277), academic achievement can be effected by various factors like intelligence, and attitudes of pupil towards school. Furthermore, Academic achievement is of paramount importance. In brief, if the people have great or higher GPA, they will get a better job because; the company's usually open any job openings for people who have higher GPA.

Academic achievement has been indicated that a good number of variables such as personality characteristics of the learners, the organizational climate of the

school, curriculum planning, teaching-learning setup, variables arising out of home influence achievement in different degrees. Each of them is actually a cluster of variables, which individually or on interaction with others have their influence on achievement. Both nature and nurture play a combine role in making an achieving individual academic achievement (Mudasir & Yatu, 2012, p. 76).

In addition, Individual differences play an important role in academic achievement of students have a attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. The learning outcome changes the behavior pattern of the student through different subjects. Therefore, in students academic achievement in found the problem that affects the decline GPA students are very significant. Therefore, if in one semester, students should finish 24 sks in different subject and different lectures automatically their concentration do not focus one thing so they are hard to get good GPA.

Based on the informal interview with the some second semester, fourth semester and sixth semester students of UIN Raden Fatah Palembang, some lectures sometimes, used teacher-center approach and student-center approach and they did not do activity related to their multiple intelligences. As the result they did not know what the multiple intelligences were. Moreover, most students were satisfied with the results they had obtained but most of them were not satisfied with their result of study. Because, they did not know how to recognize their strengths and weaknesses, so they did not to learn English better and it made them difficult to find out the suitable way in learning English skills.

In relation to the description above, there have been many studies which investigated the same variables, multiple intelligences and academic achievement. Murshidah (2015) this research, found that there was a significant correlation between intelligences with the reading comprehension. And addition, Aly A Koura and Al-Hebaishi (2014) this study also revealed that there was significant correlation between multiple intelligences and achievement in the language skills and aspects. Karim Sadeghi and Farzizadeh (2012) the results obtained through multiple regressions indication that the components of multiple intelligences did not have a significant relationship with the writing ability of the participants. Even more, Salehi and Gerami (2012) the result showed that of the intelligence types correlated in a significant way with the achievement scores of students. Ghazi, Shahzada, Gilani, Shabbir and Rashid (2011) the results were insignificant correlation between self perceived musical intelligence and academic achievement. At the same token, Naderi et al. (2010) the result of the Pearson Correlation analysis indicated that aspects of intelligence were not related to academic achievement for both males and females. Beside that of Savi Çakar (2010) the indicated that the multiple intelligences and academic achievement there were no significant gender differences on the subscale level or from examining the total multiple intelligences score.

Based on the explanation above, the researcher was interested in conducting a research of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang. In brief, it was important to find the correlation between Multiple Intelligence and Academic Achievement of Undergraduate of UIN Raden Fatah Palembang.

1.2 Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between multiple intelligences and their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang?
2. Does students' multiple intelligences significantly influence and their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang?
3. Which types of students' intelligences is the best predictor of their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang?

1.3 Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out if there is a significant correlation between students multiple intelligences and their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.
2. To know if students' multiple intelligences significantly influence their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.
3. To identify which types of students' intelligences is the best predictor of their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

1.3 Significance of the Research

The results of this study have implications for the lectures, students, and other researcher in the field of foreign language teaching and learning process. This study contributes to the existing literature concerning multiple intelligences and its relation to the academic achievement. In addition, for the lecture of the study it is expected to broaden the knowledge of the lectures on how to improve the profile of multiple intelligences in an effort to manage the learning process more effective, especially in the academic achievement of their results obtained. Nevertheless, for the students, it is expected to this research can give the information about the existence of multiple intelligences to the students in order to their effort to be successful in learning English and can be improving their academic achievement. And then, for the others researcher, it is expected to this research to be about providing information and encouraging more to students in order to increase the buffer multiple intelligences and academic achievement.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of correlation research (2) the concept of intelligences, (3) multiple intelligences (MI) theory, (4) types of multiple intelligences, (5) multiple intelligences and undergraduate EFL classroom, (6) concept of academic achievement, (7) students academic achievement, (8) previous related studies, (9) hypotheses, and (10) criteria of hypotheses testing.

2.1 The Concept of Correlation

Johnson and Christensen (2012, p. 44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

Lodico, Spaulding, and Voegtle (2010, p. 284), provide correlation coefficient which can be seen in the following table:

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Based on Creswell (2012, p. 340), there are two primary types of correlational research design; explanation and prediction. The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

The prediction research to identify one or more variables that can predict changes in another variable measured at a later point in time (Lodico et al., 2010, p. 276). Researcher seeks to anticipate outcomes by using certain variables as

predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or] more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted (Creswell, 2012, p. 341).

2.2 The Concept of Intelligence

Brown (2007, p. 108) defines that intelligences as the ability to acquire and retain knowledge. In traditional intelligences is defined and measured in term of linguistic and logical-mathematical abilities. In the context of education and students' achievement, multiple intelligences are especially powerful because they help parents and teachers understand education holistically. Based on several generations of testing of these two domains which are introduced by Alfred Binnet in the early time of 20th century. He also said that relating the term of intelligences to language learning becomes complicated since people cannot directly any that a "smart" person will be capable of learning a second language more successfully.

Many researchers have tried to find a method to measure human intelligence. Karaman (2012, p. 1) mentions that Binnet and Simon's test became very popular and it was accepted for more than 60 years indubitably. Galton's intelligence test was based on his theory about the mental processes involved in thinking, reasoning and problem solving (Colman, 1990, p. 326). Furthermore, Stern hit upon the ingenious idea of dividing mental age by chronological age and

regarding this quotient, which he called the intelligence quotient, as an index of intelligence. The American psychologist Lewis Terman later introduced the abbreviation IQ for intelligence quotient and suggested multiplying Stern's fraction by 100 to convert it to a percentage.

The intelligence quotient (IQ) test was modified to best suit American by (Gardner, 1999, p. 12) and it became known as the Stanford - Binnet IQ test. The IQ test is administered especially in primary school to predict success in academic studies since the IQ test were being largely used in the USA for several purpose, some restrictions were made to the use of IQ test in school. Since the IQ test predicts academic success, they have been used for several purpose. For instance, IQ tests have been used to make decisions about jobs and educational opportunities (Gardner, 1999, p. 3). Although the IQ tests have been administered for about a century, many psychologists have questioned their validity. The concept of intelligences as a singular, static and inherited characteristic is subject to criticism and the IQ test is being criticized. IQ scores have been shown to be associated with such factors as morbidity and mortality, parental social status, and to a substantial degree, biological parental IQ. While the heritability of IQ has been investigated for nearly a century, there is still debate about the significance of heritability estimates and the mechanisms of inheritance.

After that, in 1983, Howard Gardner brought a completely different dimension to the concept of IQ with the theory of multiple intelligences. IQ tests, which have been used until that time, are dependent on logical and language capacity of the brain. However, the brain has not only logical and language capacities, but Also other types of capacities. This theory included the following

intelligences: linguistic intelligence (word smart), logical-mathematical intelligence (number/reasoning smart), spatial intelligence (picture smart), bodily-kinesthetic intelligence (body smart), the personal intelligences (personality smart) (Gardner 2011, pp. 77-251).

In short, a person's intelligence cannot be measured by how much brain capacity of every person. However, many factor that affect a person's intelligence.

2.3 Multiple Intelligences (MI) Theory

Multiple intelligences theory was articulate in 1983 by Howard Gardner; he put forward his “Theory of Multiple Intelligences,” a theory that challenged the dominant definition of intelligence as limited to mathematical and linguistic abilities (verbal and computational intelligences). Multiple intelligences theory, in contrast asserts that individuals who demonstrate a particular aptitude in one intelligence will not necessarily demonstrate a comparable aptitude in intelligence (Gardner, 2006, p. 26). For example, an individual may possess a profile of intelligences that is high in spatial intelligence but moderate or low in interpersonal intelligences or vice versa. According to this theory, intelligence is “capacity to process a certain kind of information intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community” (Gardner 2006, p. 33).

In addition, Arnold and Fonseca (2004, p. 125) argue that multiple intelligences theory is an excellent tool to enable teachers to plan attractive ways to provide learners with language learning practice. For instance, language learning tasks can be developed around different types of intelligences. According to McClellan and Conti (2008, p. 16), multiple intelligences celebrate the

uniqueness and diversity of all student. Gardner suggests the need for a broader view of the human mind and human learning than what currently exists. Amstrong (2009, p. 12) explains that multiple intelligence is the theory of education and learning trend that can support curriculum designers and educators with opportunity to apply it to educational settings as it can help both learners and teachers. Chen, Moran and Gardner (2009, p. 3) show that many hundreds of schools across the globe have incorporated multiple intelligences principles into their mission, curriculum, and pedagogy.

Another teacher, Rubado (2002) used the theory of multiple intelligences to help her students gain control over their learning environment, thus increasing confidence in their scholastic ability. Although not eligible for special education services, the middle school students in her classroom were at risk of dropping out as soon as they were old enough because of academic failure and disengagement with education. Starting from the assumption that each individual possesses all eight intelligences to varying degrees, Rubado focused a portion of her curriculum on teaching the theories to her students, having them design learning activities involving the different intelligences. While not a research study with resulting empirical evidence, Rubado observed that her students began making more informed choices both about their school assignments and in their choices of working partners in cooperative learning.

However, Saricaoglu and Arikan (2009, p. 112) state that the employing multiple intelligence does not necessarily mean designing a lesson in nine different ways so that all students can access classroom materials prepared separately for each and all of the intelligence types. Instead, materials should

allow students with different intelligence types to interact with each other and to develop the intelligences in which they are less strong (Moran, Kornhaber and Gardner, 2006; Heacox, 2002).

The importance of multiple intelligences theory in education is described by Hoerr (2000, p. 12) as follows: (1) highlighting uniqueness of each students; (2) bringing out the students' dominant intelligences; (3) helping learning through the dominant intelligences; (4) providing variety of learning experiences; (5) presenting multiple intelligences teaching; (6) providing variety of assessment methods; and (7) providing variety of means of expression.

In other hand, multiple intelligences theory was developed to show a fact that human beings have very different kinds of intelligences and this is very important in learning and achieving their goals. Gardner has identified eight different types of intelligences that each individual has the capacity to possess. Visser, Ashton and Vernon (2006, p. 492) argue that the researchers categorize the intelligences into purely cognitive (linguistic, spatial, logical-mathematical, naturalist, and interpersonal), motor (bodily-kinesthetic), a combination of cognitive and personality (intrapersonal and interpersonal), and a combination of cognitive and sensory (musical).

In brief, McKenzie (2002, p. 20) puts multiple intelligences into three domains: the analytical, introspective and interactive domains. These three domains serve as an organizer for understanding the fluid relationship of the intelligences and how the intelligences work with one another. Teachers can plan lessons and units which effectively address all of the intelligences in the

classroom. What follows is a presentation of each domain and its sub-branches in details.

Based on the explanation above, the multiple intelligences is a theory which brings different perspective of intelligences as one of students' individual differences. According to the theory, everyone has a set intelligences not only one type, because the intelligences cannot be measure to everyone in the same time.

2.4 Types of Multiple Intelligences

Once this broader and more pragmatic perspective was taken, the concept of intelligence began to lose its mystique and became a functional concept that could be seen working in people's lives in a variety of ways. Gardner provided a means of mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories of the intelligences. According to Gardner, there are eight of multiple intelligences (Amstrong, 2009, p. 32)

2.4.1 *Linguistic Intelligence*

It is the capacity to use words effectively, whether orally (e.g., as a story teller, orator, or politician) or in (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and meta-language (using language to talk about itself).

2.4.2 Logical-Mathematical Intelligence

It is the capacity to use numbers effectively (e.g., a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer, or logician). This intelligence includes sensitivity to logical patterns or relationships, statements and propositions (cause-effect), functions and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation and hypothesis testing.

2.4.3 Spatial Intelligence

It is the ability to perceive the visual-spatial world accurately (e.g., as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artist, or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas and to orient oneself appropriately in a spatial matrix.

2.4.4 Bodily-Kinesthetic Intelligence

It is expertise in using one's whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using one's hands to produce or transform things (e.g., as a craftsperson, sculpture, mechanic, or surgeon). This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile and haptic capacities.

2.4.5 Musical Intelligence

It is the capacity to perceive (e.g., as a musical aficionado), discriminate (e.g. as a music critic), transform (e.g., as a composer), and express (e.g., as a performer) musical forms. This intelligence includes the sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece. One can have a figural or “top down” understanding of music (intuitive), a formal or “bottom up” understanding (technical), or both.

2.4.6 Interpersonal Intelligence

It is the ability to perceive or make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action).

2.4.7 Intrapersonal Intelligence

It is self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding and self-esteem.

2.4.8 Naturalist Intelligence

It is the expertise in the recognition and classification of the numerous species—the flora and fauna—of an individual’s environment. This also includes sensitivity to other natural phenomena (e.g., cloud formations, mountains, etc)

and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers and CD covers.

2.5 Multiple Intelligences and Undergraduate EFL Classroom

Multiple intelligence seems to have different applications. Osciak and Milhiem (2001) focused on multiple intelligence implemented within the field of web-based instruction. They introduced different tools of web-based instruction including e-mail as the most common communication tools of the internet, which functions as an electronic mailing list, chat room as real-time and text-based communication between individuals and groups, and class websites which can be utilized to simulate the activities of a traditional classroom.

According to Zhu (2011) tried to explore the feasibility of combining the basic concepts of multiple intelligences theory with the practice of college English teaching in order to develop the multiple intelligences on the part of learners and improve the quality of teaching as well as the comprehensive qualities of students. The application of multiple intelligences theory into the task based teaching approach was enable students to utilize their multiple intelligences and improve their language skills through a variety of teaching activities. The following is the table showing the relationship between the development of multiple intelligences and task-based teaching activities in accordance with Zhu (2011, p. 409).

Table 2
The Relationship between the Development of Multiple Intelligences and
Task-based Teaching Activities

Skill	Task-based teaching activities that match with multiple intelligences theory	Intelligences involved
Listening	Listening to English stories, news & songs, dubbing background music for texts, attending lectures, mimicking by means of real objects and pictures and holding discussions in English	Verbal/Linguistic intelligence Visual/Spatial intelligence Musical intelligence Interpersonal intelligence Intrapersonal intelligence
Speaking	Encouraging students to read texts aloud and tell stories with rich gestures and expressions; encouraging them to illustrate the pictures in the text, asking them to answer questions with the aid of real objects, pictures or gestures & expressions; asking the English group to hold discussions on specific tasks; asking students to deliver English speeches or play English games concerning the specific situation of the text	Verbal/Linguistic intelligence Logical-mathematical intelligence Bodily-kinesthetic intelligence Visual/Spatial intelligence Musical intelligence Interpersonal intelligence
Reading	Doing independent thinking of the texts or the materials to be learned, inducing & summarizing these texts or materials after reading, keeping notes and holding task based discussions	Verbal/Linguistic intelligence Logical-mathematical intelligence Interpersonal intelligence Intrapersonal intelligence
Writing	Keeping English diaries, classroom notes and observation notes, writing English compositions, compiling	Verbal/Linguistic intelligence Logical-mathematical

	English electronic works and English blackboard newspaper	intelligence Musical intelligence Interpersonal intelligence Naturalist intelligence
Translating	Mutual translation, establishing hobby clubs and practicing interpreting in group work	Verbal/Linguistic intelligence Logical-mathematical intelligence Interpersonal intelligence

Source: Zhu, H. (2011). *The application of multiple intelligences theory in task-based language teaching. Theory and Practice in Language Studies, 1(4), 408-412.*

Yi-an (2010) examines the role of multiple intelligences theory in foreign language behavior and performance. Participants of the study were 2,545 Taiwanese college students who were given an English proficiency test and filled out a questionnaire related to multiple intelligences. Results of analyses showed that multiple intelligences play a significant role in foreign language learning including students' learning behavior and English performance. Yi-an also concluded that musical, interpersonal, and intrapersonal intelligences make significant contribution to predict students' learning behavior and musical, verbal, and visual intelligences are predictors of English performance.

Arnold and Fonseca's (2004) research is a study in favor of the application of multiple intelligences theory in foreign language classrooms. Based on this study, multiple intelligences-based activities may be considered as significant stimulus. Indeed, it is suggested that through implementing the tasks associated with multiple intelligences, motivating learners in second language classrooms may be more feasible. Furthermore, attention should be paid to applying a

combination of multiple intelligences in educational contexts to meet all learners' needs.

Eisner (2004) compares that the application of multiple intelligences-based instructions with traditional ones in EFL classroom. He suggested that multiple intelligences-based instructions provide a significant view of what teachers try to do. Indeed, despite the findings obtained from traditional instructions which are predictable, multiple intelligences -based instructions can provide new findings and encourage teachers to be more creative in designing instructions regarding individuals' needs. At the same token, Haley's (2004) research on the ways teachers apply multiple intelligences in foreign and second language classrooms showed that students in experimental groups outperformed those in control groups while developing a high degree of satisfaction and positive attitude toward the content. Also, Diravidamani & Sundarsingh (2010) examine that the use of the multiple intelligences method in teaching a second language and that applying the method of teaching helped encourage students' involvement in the process of language acquisition.

Below are the intelligences with corresponding materials and activities adapted to undergraduate EFL teaching according to Lei (2004, pp. 5-7):

Table 3
The Intelligences with Corresponding Materials and Activities

No	Intelligence	Interest	Teaching Materials	Teaching Activities
1	Linguistic	Reading, writing, telling stories and playing word games	Books, newspapers, journals, tapes and tape recorder, paper and stories	Lectures, discussion, storytelling, debate, reading, writing, reports presentation,

				journal writing and word game
2	Logical-Mathematical	Experimenting, questioning, figuring out logical puzzles and calculating	Materials to experiment with, science materials, video-tapes showing scientific discovery, computer and software	Matching, gap-filling, data analysis, comparison & contrast, scrambled story, diagrams logical-sequential presentation, puzzles, computer games, statistical arguments, ordering, problem-solving and science video
3	Spatial	Designing, drawing, visualizing and doodling	Graphs, diagrams, mind maps, art, peripherals, LEGO, storyboards, VCR, movies, slides, puzzles, charts and illustrated books	Video showing, illustrating concepts and things, reading maps and interpreting directions, imagination games, maze and puzzle games, visual diagrams, cartoons and ads designing
4	Bodily-Kinesthetic	Dancing, running, jumping, building, touching	Things to build, sports and physical games materials, tactile	Role play, drama, dancing, relaxation exercises, brain gym,

		and gesturing	things and hands-on learning materials	craftwork, flashcards, acting out an event, cooperative and competitive games and investigations
5	Musical	Singing, whistling, humming, tapping feet and hands and listening	Song and music tapes, videos of concerts and musical instruments	Sing along, dubbing, background music, creating songs to summarize concepts and ideas, dictation of songs, make up story with songs, musical, anchor contest and composing
6	Interpersonal	Leading, organizing, relating, manipulating, mediating and partying	Materials for group games, surveys and polls, questionnaires and access to clubs and community mentors/ apprentices hips resource	Group and circle work, pair work, brainstorming, peer teaching, surveys and polls, questionnaires, board games, interactive software programs, team problem solving, social gatherings, arrange party and English corner or club

7	Intrapersonal	Setting goals, mediating, dreaming, planning and reflecting	Quiet environment, self-paced projects, reflective materials and choices	Project work, independent study, individual instruction, writing, monitoring of own skills, researching and online activities, essay learning, logs and diaries, reflective learning activity, personal goal setting and pole-bridging activities
8	Naturalist	Gardening, caring for earth, playing with pets, investigating nature and raising animals	Access to nature, opportunities for interacting with animals, tools for investigating nature, pictures and videos showing the nature	Outdoor learning, observation notes, classifying and categorizing activities, background music of sounds of nature, hands-on learning, picnic, taking nature walks or field trips and environmental protection activities

Source: Lei, S. (2004). *Applying multiple intelligences theory in undergraduate EFL classroom*. Retrieved from <http://www.celea.org.cn/pastversion/lw/pdf/SongLei.pdf>.

2.6 Concept of Academic Achievement

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Academic achievement refers to what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock, 2006). The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. This study will make use of Cumulated Grade Point Average (GPA) since it provides information of the students' academic performance across time. Therefore, there have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement.

Therefore it has to be determined whether the present assessment results in GPA scores of students are in relation with their intelligence type and the other variables affect them. Indeed, in the literature, it is suggested that future research should examine the relationship between school valued intelligences and academic achievement scores through GPA (Barnard & Olivarez, 2007). The purpose of this study is to examine the relationship of academic achievement with multiple intelligence scores of students and the gender effect as well. Results contribute awareness to the self knowledge and self efficacy of the students as well as to develop suggestions for programs to enhance their academic achievement levels and to be a reference for further studies.

2.7 Students' Academic Achievement

Students' academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. In the university, the students' academic achievement in each semester is represented by Grade Point Average (GPA). The academic grade scale for each course ranges from the lowest "F" to the highest "A", with corresponding grade point ranging from the lowest "2.00" to the highest "4.00". The total of the GPA for all semesters or the last semester the students belong to is called Cumulative GPA. To sum up, Cumulative GPA is the total score obtained for all the completed courses from the first semester to the last semester.

Table 4
Category of Academic Achievement

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very Good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Enough

Source: Buku Pedoman Akademik Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang 2014

2.8 Previous Related Studies

Ghazi, Shahzada, Gilani, Shabbir and Rashid (2011) also tried to find the relationship between students' self perceived multiple intelligences and their academic achievement. The participants were 714 first year college students in district Bannu, Pakistan. The results indicated that a significant correlation was found between self perceived verbal/linguistic, logical/mathematical, interpersonal, intrapersonal, naturalist intelligence and students' academic

achievement. There was insignificant correlation between self perceived musical intelligence and academic achievement.

Even more, Salehi and Gerami (2012) tried to examine the relationship between intelligence types and achievement score of 50 engineering students at Sharif University, Iran. The result showed that none of the intelligence types correlated in a significant way with the achievement scores of students. At the same token, Naderi et al. (2010) tried to examine if a relationship existed between intelligence and academic achievement and if the relationship differed between males and females. There were 153 participants (male=105 and female=48) in the study. Pearson Correlation analysis indicated that aspects of intelligence were not related to academic achievement for both males and females.

Murshidah (2015) investigated “The Correlation between Students’ Multiple Intelligences and Their Reading Comprehension Achievement at the Eleventh Grade Students of State Islamic Senior High School 1 Banjarbaru Academic Year 2014/2015. for this research, the writer took only one class that is X science 1 class, it means there are 30 students in round 8,42%, 6 male and 24 female. From the population the writer token 29 students’ as sample because 1 of students’ off the followed test. This decision was make with the consideration that these two classes they are teach by the same teacher, Dra. Yuliani. In this research, found that there was a significant correlation between intelligences with the reading comprehension.

Aly A Koura and Al-Hebaishi (2014) investigated and described the multiple intelligences and self-efficacy profiles that characterize Saudi female (gifted / regular) third intermediate students at Taibah University, Saudi Arabia

and their relationship to the achievement of EFL language skills and aspects. The sample consisted of (85) Saudi female third intermediate grade students, (43) were identified as gifted, and (42) were regular students. The results of data analysis revealed that interpersonal intelligence was the most preferred intelligence types among gifted and regular participants. Musical intelligence was the least preferred intelligence among both groups. The study also revealed that there was significant correlation between multiple intelligences and achievement in the language skills and aspects.

Ebru IKIZ, Firdevs Savi Çakar Turkey (2010). The Participants are 250 students from secondary schools in Izmir, Turkey. The participants consists 135 girls (%53,6) and 117 boys (46,4%). 106 of them (%42,1) indicate their socioeconomic status as low and 118 (%46,8) of them as middle, 28 of the participants (% 11,1) indicate as high. The indicated that the multiple intelligences and academic achievement there are no significant gender differences on the subscale level or from examining the total multiple intelligences score.

Karim Sadeghi and Farzizadeh (2012) examined the relationship between multiple intelligences and the writing ability of EFL learners. For this purpose, 47 female BA sophomores in TEFL at Urmia University, within the age range of 18-25, were given a close look using an intact group research design. Results obtained through multiple regressions indicated that the components of multiple intelligences did not have a significant relationship with the writing ability of the participants.

2.9 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

4. H_0 : There is no significant correlation on the between students' multiple intelligences and their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

H_1 : There is a significant correlation between students' multiple intelligences and their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

5. H_0 : There is no significantly influence of the students multiple intelligences and their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

H_1 : There is significantly influence of the students multiple intelligences and their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

6. H_0 : There is no type of students' intelligences which become the best predictor of their academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

H_1 : There is a type of students' intelligences which become the best predictor of their academic achievement of the Undergraduate EFL

Students of English Education Study Program of UIN Raden
Fatah Palembang.

2.10. Criteria for Testing Hypotheses

There are some criteria in testing hypotheses as suggested by Cohen, Manion, & Marrison, 2007, p. 519), Creswell (2012, p. 188-189), and Fraenkle, Wallen, and Hyun (2012, p. 228-232) as follow:

1. - If *p-value* is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_a is rejected.
 - If *p-value* is less than 0.05 ($p < 0.05$), H_0 is rejected and H_a is accepted.
2. - If r-square (sig 2-tailed) is not equal to 0.49, the null hypotheses (H_0) is accepted and the alternative hypotheses (H_a) is rejected.
 - If r-square (sig 2-tailed) is equal to 0.49, the null hypotheses (H_0) is rejected and the alternative hypotheses (H_a) is accepted.

CHAPTER III

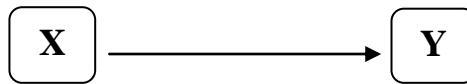
METHOD AND RESEARCH

This chapter presents: (1) research design, (2) research variables (3) operational definitions, (4) subject of the study, (5) data collection, and (6) data analysis.

3.1 Research Design

Based on (Creswell, 2012, p. 338) a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Correlational designs provide an opportunity for you to predict scores and explain the relationship among variables. In correlation research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person (e.g., a student motivation and a student achievement score for each individual).

The researcher used correlational study in terms of design research in the explanation for relationship between variables, identified and interpreted the multiple intelligences by using questionnaire. After that, the researcher obtained the students' cumulative GPA as the data of their academic achievement. Then, the correlation and the influence between variables were analyzed through Statistical Package for Social and Science (SPSS) 16.0 based on the results of the questionnaires and documentation of students' cumulative GPA. The research design is as follows:



X = Students' Multiple Intelligences

Y = Students' Academic Achievement

3.2 Research Variables

Fraenkel et al. (2012, p. 80) argue that a common and useful way to think about variables is to classify them as *independent* or *dependent*. Moreover, Creswell (2012, p. 116) states that Independent variable is what the researcher chooses to study in order to assess their possible effect (s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable is the undergraduate EFL students' multiple intelligences at Islamic State University Raden Fatah Palembang, while the dependent variable is their academic achievement.

3.3 Operational Definition

To avoid the possibility of misinterpretation about some terms in this research. The researcher used two variables which are undergraduate EFL students' multiple intelligences, and academic achievement. The following are the definitions;

Students' Multiple Intelligences refer to the students' types of intelligence. Their intelligences were identified from the questionnaire they answered. The researcher identified students' multiple intelligences of the categories the type of intelligence that has been described in theory Gardner (1983) has a eight type of multiple intelligences include; linguistic intelligence, logical English intelligence, spatial intelligence, bodily kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence.

In addition, *Students' academic achievement* refers to the students' Cumulative Grade Point Average (GPA). It is the results of the students' study from all the courses they have taken of the subject.

Table 5
Category of Academic Achievement

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very Good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Enough

Source: Buku Pedoman Akademik Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang 2014

3.4 Subject of the Study

3.4.1 Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. The population of this study was all the active students of English Education Study Program of UIN Raden Fatah Palembang in the academic year 2017-2018. It consists of four classes that had different number of students from each semester. The distribution of population of the study can be seen in the table below.

Table 6
Distribution of Population

No	Semester	Number of Students
1	II	153
2	IV	133
3	VI	121
4	VIII	95
Total		502

(Source: Administration of English education study program of UIN Raden Fatah Palembang 2016/2017)

3.4.2 Sample

Fraenkel et al. (2012, p. 91) define a sample in a research study as the group on which information is obtained. The sample of this study was taken by using purposive sampling method. According to Johnson and Cristensen (2012, p. 235), purposive sampling is used in both qualitative and quantitative reserach. They also assert that in purposive sampling, the researcher specifies the characteristics of population of interest and tries to locate individuals who has those characteristics. Moreover, Creswell (2012, p. 206) adds that in this method, the researchers intentionally select individuals and sites to learn and understand the central phenomenon. In purposive sampling, the researcher specifies the

characteristics of a population of interest and then tries to locate individuals who have those characteristics. It is a nonrandom sampling technique in which researcher solicits persons with specific characteristics to participate in a research study.

The sample of this research was the second, the fourth and the sixth semester students. It consisted of 407 students of English Education Study Program. In addition, the researcher did not include the eight semester students because they did not actively go to campus as they did not have any courses. The distribution of the sample is as follows:

Table 7
Distribution of Sample

No	Semester	Number of Students
1	II	153
2	IV	133
3	VI	121
Total		407

(Source: Administration of English education study program of UIN Raden Fatah Palembang 2016/2017)

3.5 Data Collection

There were two kinds of instruments used to collect the data in this study. The instrument included questionnaires, and the documentation of students' cumulative Grade Point average (CGPA).

3.5.1 Multiple Intelligences Questionnaire

To obtain the information about students' multiple intelligences, the multiple intelligences questionnaire for adult learners by McClellan and Conti (2008) was distributed (see appendix A). The researcher had already asked for permission to use the questionnaire from the authors. There were 24 items in the

questionnaire consisting of 3 items for each type of intelligences. Each item of the questionnaire has “yes” questions are a score “1” and “no” questions are a score “0” to which the students had to respond in about 30 minutes. The following is the table of multiple intelligences questionnaire specification.

Table 8
Table of Multiple Intelligences Questionnaire Specification

No	Multiple Intelligences	Items in the Questionnaire
1	Linguistic Intelligence	7, 15 and 23
2	Logical/Mathematical Intelligence	4, 12 and 20
3	Spatial Intelligence	8, 16 and 24
4	Bodily/Kinesthetic Intelligence	1, 9 and 17
5	Musical Intelligence	5, 13 and 21
6	Interpersonal Intelligence	2, 10 and 18
7	Intrapersonal Intelligence	3, 11 and 19
8	Naturalist Intelligence	6, 14 and 22

Source: McClellan, J. A. & Conti, G. J. (2008). Identifying the multiple intelligences of your students. *Journal of Adult Education*, 37(1), 13-32.

3.5.2. Validity and Reliability of the Questionnaire

3.5.2.1 Validity

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, 2012, p. 159). According to Fraenkel (2012, p. 148), there are three kinds of validity; Content-related evidence of validity, Criterion-related evidence of validity, and Construct-related evidence of validity. This study used content validity for the questionnaire.

3.5.2.1.1 Content Validity

Fraenkel, et. al. (2012, p. 148) state that content validity is refers to the content and format of the instrument. A content validity is very important since it is an accurate measure of what it is supposed to measure. The ready-made questionnaire by McClellan, J.A. & Conti, G.J. (2008) and test was used in this study, so the multiple intelligences questionnaire and documentation cumulative grade point average (GPA) was not be tried out to the other students. So, this questionnaire was valid be used.

3.5.2.1.2 Reliability

Johnson and Christensen (2012, p. 340) state that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. In this study, the reliability of multiple intelligences questionnaire was obtained by McClellan, J.A. & Conti, G.J. (2008), the instrument was piloted to 70 General Education students at Tulsa Community College.

The new Multiple Intelligences preference indicator was administered to these students and then re-administered 2 weeks later. For an acceptable finding of reliability, a correlation of at least .7 should be obtained. Four of the nine Multiple Intelligences areas exceeded the .7 level, four were slightly below it, and one was at .5: Bodily/Kinesthetic--0.83; Verbal--0.75; Existential--0.73; Interpersonal--0.72; Intrapersonal--0.66; Naturalistic--0.64; Logical--0.59; Musical--0.59; and Visual--0.50. All were statistically significant. Thus, almost half of the items are at or above the generally accepted level for reliability and about half are slightly below this level.

3.5.3 Documentation of Cumulative GPA

Academic achievement refers to students' Cumulative Grade Point Average (CGPA). It is the result of the students study from all the courses they have taken starting from the first semester to their current semester. The researchers collected the results of students' cumulative GPA from the study program. In brief, this research to obtain the information about students' academic achievement, students' cumulative Grade Point Average (GPA) was collected from the documentation of English Education Study Program of UIN Raden Fatah Palembang.

3.7 Data Analysis

After all the results of multiple intelligences questionnaire, the researcher analyzed the data to get the score of multiple intelligences questionnaire. The steps are:

3.7.1 Instruments' Analysis

Before finding out the correlation between students' multiple intelligences and their academic achievement, the researcher found out the score of the instruments.

3.7.1.1. Questionnaire Analysis

First, the researcher counted the multiple intelligences questionnaire to sum up all the results of a tick in the "yes" and "no" statement. The totals were plus by the total number for each question from the questionnaire. Next, the researchers classified the eight types of multiple intelligences questionnaire to determine the most dominant type in each student. For instance, a student checks

three 'yes' in linguistic intelligence items, it shows that the students' intelligence profile is the linguistic one.

However, there was a possibility for one student to had more than one specific intelligence if the highest score in one intelligences are the same as the other intelligences. In brief, after the result of multiple intelligences was obtained, the result was classified for analyzing the frequency and percentage of each intelligence.

3.7.2 Pre-requisite Analysis

As the matter of fact, it was essential to do pre-requisite test since the study was in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the researcher was tried to find out whether the data distribution from each variable was normal and linear or not between two variables. In pre-requisite analysis, there were two analysis should be conducted. There were normality test and linearity test.

3.7.2.1 Normality Test

Normality test used to see if the distribution of all data were normal. The data obtained from questionnaire of multiple intelligences and academic achievement. The data can be classified into normal when the p-value is higher than 0.19 level (Lodico, Spaulding, and Voegtle (2010, p. 284). In measuring normality test, the researcher used one sample Kolmogorov-Smirnov test in SPSS 16.0 (Statistical Package for the Social and Science) software application. The result showed that .284 for multiple intelligences and .216 for academic achievement (See Appendix F). In short, both of variables data were normal.

3.7.2.2 Linearity Test

The linearity test was conducted in order to recognize whether the data between the variables were linear or not. To find out the linearity from questionnaire and test, *Test for Linearity* in Statistical Package for the Social and Science (SPSS) used. Therefore, if the p-value (linearity) is higher than 0.05 (p-value < 0.05), the data correlation is linearity. Then, after the researcher conduct those test. If the data are normal and linear, the further analysis were be able to be administered. The result show that, the deviation from linearity between multiple intelligences and academic achievement was .356. To sum up all the data were linear (see appendix G)

3.7.2.3 Correlation Analysis

To analyze the data obtained from the questionnaire and students' speaking achievement in order to find out the correlation coefficient between variable X and variable Y, the Statistical Package for Social and Science (SPSS) computer program was employed. To find out the correlation between students' self-confidence (X) as a whole and their speaking achievement (Y), Pearson – Product Moment Correlation Coefficient was used.

To interpret the correlation coefficient, the following criterion from Lodico et al. (2010, p. 284) was used:

Table 9
Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010)

3.7.2.4 The Multiple Regression Analysis

In this study, the Multiple Regression Analysis was applied to see whether predictor variable significantly determine criterion variable. It was used to find whether variable X (students' self-confidence) significantly contribute to variable Y (students' speaking achievement). Multiple Regression Analysis can be applied if there was a correlation between those two variables. In addition to, all the statistically calculation above was completed by SPSS (Statistical Package for Social Science). To decide whether there is a significant relationship between the variables in the linear regression coefficient is interpreted a Pearson r , with a score typically from +1.00 to -1.00 (Creswell, 2012, p.351).

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents (1) research findings and (2) interpretations

4.1. Findings

There are four kinds of research findings in this research: (1) the result of students' multiple intelligence (2) the result of students' academic achievement (3) linearity test and normality test (4) correlation between students' multiple intelligence and their academic achievement.

4.1.1. The Result of Multiple Intelligences Questionnaire

The total active students of the undergraduate students of English Education Study Program of UIN Raden Fatah Palembang were 502 students. The sample of the research in the second, fourth, and sixth semester were 407 but there were only 202 students participated in this study because, some of the students did not actively attend the campus due to taking others subject and some of them did not Attend the class when the writer was distributing the questionnaires and then, the others were absent due to illness when conducting this study.

In addition, the 24 items of multiple intelligences questionnaire were used to investigate the students' multiple intelligences. The result was revealed that from the questionnaire, the eight levels of multiple intelligences were all perceived by the students with different numbers.

It showed that intrapersonal intelligence was the type of multiple intelligences (MI) that was mostly cited by the students in 34 out of 202 (16,74 %), followed by interpersonal intelligence in 74 out of 202 (36,45 %), musical intelligence in 27 out of 202 (13,30 %), naturalist intelligence in 22 out of 202

(10,83 %), logical/mathematic intelligence in 13 out of 202 (6,40 %), bodily/kinesthetic intelligence in 19 out of 202 (9,35 %), linguistic intelligence in 8 out of 202 (3,94 %) and the least cited one was spatial intelligence in 5 out of 202 (2,46 %). The distribution of data frequency is presented in Table 9.

Table 9
Distribution of Multiple Intelligences

No	Category	Frequency	Percentage
1	Linguistic Intelligence	8	3,94 %
2	Logical/Mathematical Intelligence	13	6,40 %
3	Spatial Intelligence	5	2,46 %
4	Bodily/Kinesthetic Intelligence	19	9,35 %
5	Musical Intelligence	27	13,30 %
6	Interpersonal Intelligence	74	36,45 %
7	Intrapersonal Intelligence	34	16,74 %
8	Naturalist Intelligence	22	10,83 %
Total		202	100%

The result analysis of descriptive statistics of students' multiple intelligences was described in Table 10.

Table 10
Descriptive Analysis of Multiple Intelligences

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Multiple Intelligences	202	10	24	16.81	3.213
Valid N (listwise)	202				

The descriptive statistical analysis of multiple intelligences (MI) questionnaire for the participants was shown above. It was found the total number of participants were 202 students. The maximum score was 24, and the lowest

score was 10. The mean of the multiple intelligences scores for the participants was 16.81 and the standard deviation was 3.213.

4.1.2 Result of Students' Academic Achievement

The result showed that the lowest of the cumulative academic achievement was good (2.51-2.50) and the highest category is summa cumlaude (4.00) (see Appendix). For each category, 1 student had summa cumlaude the result of the academic achievement, 142 students had cumlaude academic achievement, 60 students had very good academic achievement, student had not enough good academic achievement, and students had not enough the result of the academic achievement. The distribution the students' academic achievement was described in Table 11.

Table 11
Distribution of Academic Achievement

No	Interval	Category	Number of Students	Percentage
1	4.00	Summa Cumlaude	1	0.49%
2	3.51 – 3.99	Cumlaude	142	69,95
3	3.01 – 3.50	Very Good	60	29.55
4	2.51 – 3.00	Good	0	----
5	2.00 – 2.50	Enough	0	----
Total			203	100-%

The result analysis of descriptive statistics of students' academic achievement was described in Table 12 can be seen below.

Table 12
Descriptive Analysis of students' Academic achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Achievement	202	3.31	4.00	3.6024	.15358
Valid N (listwise)	202				

The descriptive statistic analysis of students' academic achievement for the participants is shown above. The maximum score is 4.00, and the lowest score is 3.31. The mean of the academic achievement scores for the participants is 3.60 and the standard deviation is .15358. This mean score indicates that the level of the academic achievement of participant of the students English Education Study Program in UIN Raden Fatah Palembang is very good category.

4.1.3 Normality Test and Linearity Test

Normality test and linearity test were conducted prior to data analysis through SPSS 16.0 version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.1.3.1 The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .284 for multiple intelligences and .216 for academic achievement. To find out whether the

distribution is normal or not, the result of the normality test in table 13 can be seen on the table below:

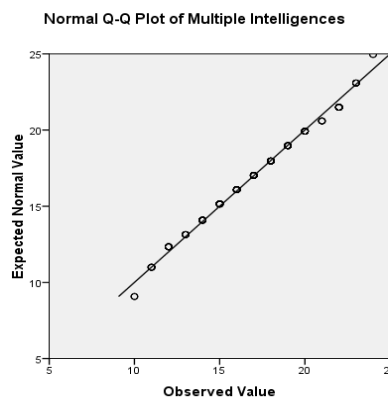
Table 13
The Normality Test

One-Sample Kolmogorov-Smirnov Test			Multiple Intelligences	Academic Achievement
N			202	202
Normal Parameters ^a	Mean		16.81	3.6024
	Std. Deviation		3.213	.15358
Most Extreme Differences	Absolute		.069	.074
	Positive		.069	.074
	Negative		-.061	-.072
Kolmogorov-Smirnov Z			.987	1.054
Asymp. Sig. (2-tailed)			.284	.216
a. Test distribution is Normal.				

For the table of normality test above, it was found that the significant of normality test from students' multiple intelligences was .284 and academic achievement was .216. From the scores, it could be stated that the obtained data were categorized normal since it is higher than .05.

The normal Q-Q plot of each variable is illustrated in the following figures

Figure 1. Distribution of Multiple Intelligences Data
Normal Q-Q Plot of Multiple Intelligences



Detrended Normal Q-Q Plot of Multiple Intelligences

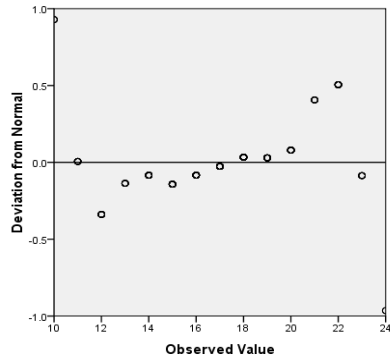
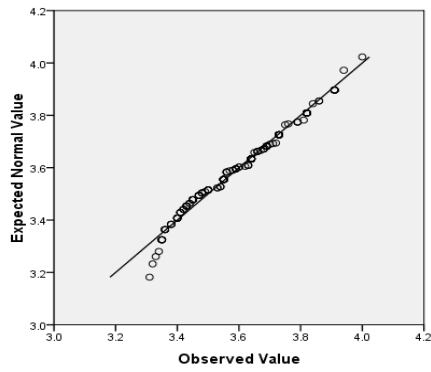
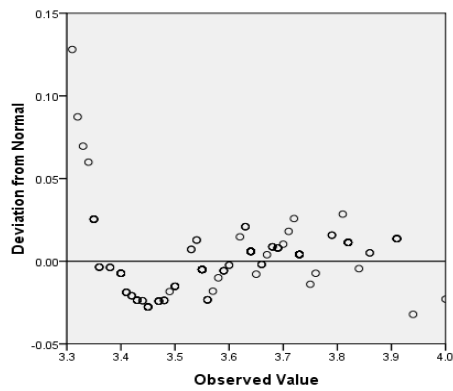


Figure 2. Distribution of Academic Achievement Data
Normal Q-Q Plot of Academic Achievement

Normal Q-Q Plot of Academic Achievement



Detrended Normal Q-Q Plot of Academic Achievement



4.1.3.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The result analysis of linearity test between MI questionnaire and Academic achievement were figured out in Table 14.

Table 14
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic Achievement	Between Groups	(Combined)	.354	14	.025	1.078	.380
Multiple Intelligences	* Groups	Linearity	.017	1	.017	.709	.401
		Deviation from Linearity	.338	13	.026	1.107	.356
Within Groups			4.387	187	.023		
Total			4.741	201			

Based on measuring linearity test of multiple intelligences questionnaire and academic achievement scores, they were found that the two variables were linear since it was higher than .05. The results showed that, the deviation from linearity between multiple intelligences and academic achievement was .356. To sum up all the data were linear for each correlation and regression.

4.1.4 Correlation between Students' Multiple Intelligences and Academic Achievement

This section answered the first research problem. By the analyzing the result of descriptive statistics for the multiple intelligences questionnaire and academic achievement. Based on Pearson Product Moment Correlation Coefficient, the result indicated that was no correlation between multiple intelligences and academic achievement. The result of Pearson Product Moment Correlation Coefficient was described in Table 15 can be seen below:

Table 15
Correlation between Multiple Intelligences and Academic Achievement

		Multiple Intelligences	Academic Achievement
Multiple Intelligences	Pearson Correlation	1	.059
	Sig. (2-tailed)		.402
	N	202	202
Academic Achievement	Pearson Correlation	.059	1
	Sig. (2-tailed)	.402	
	N	202	202

From the result analysis above, the correlation coefficient or the r -obtained (.059) was lower than r -table (.138). Then the level of probability (p) significance (sig.2-tailed) was .402. It means that p (.402) and it was higher than 0.19. It means that H_0 was accepted and H_a was rejected. On the other words, there was no significant correlation between students' multiple intelligences and academic achievement. Then, it was not necessary to conduct further investigation to find out their influence.

The result indicated that there was no significance correlation between multiple intelligences and academic achievement of the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang (see appendix H). Based on the correlation coefficient proposed by Lodico et al. (2010, p. 284), the degree of correlation coefficient was No or weak relationship.

4.2 Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was the result no significant correlation between multiple intelligences and academic

achievement. Therefore, there was no significant influence of multiple intelligences on the student academic achievement. Based on the result of multiple intelligences (MI) questionnaire and the result of the students academic achievement, there was the result no significant correlation.

In addition, there might be some reasons why there was no significant correlation between students' multiple intelligences and their academic achievement. The insignificant correlations might happen due to the variety of students' multiple intelligences. There was no intelligence that was mostly dominant, and the scores were also varied for each type of intelligence. Some other reasons could take place due to the weaknesses of the instruments used, the honesty in answering the questionnaire, wrong interpretation of the questions asked, and the students were in hurry when doing the test.

The result also probably occurred since multiple intelligences were not only one factor that affected the students' academic achievement, but also since it was not the most dominant factor affecting the students listening comprehension. The researcher assumed that there were some factors affecting students' academic achievement. Moreover, in this research, academic achievement scores are found to be effective on students multiple intelligences. It is found that the student who have lower academic achievement level, have lower verbal-linguistic ability, have lower logical-mathematical ability and have lower interpersonal and intrapersonal ability than others (Ikiz, F. & Cakar, F, 2010. p. 89). Self-estimations of intelligence can have a self- fulfilling nature, thus influencing the academic success of students (Furnham, 2000), students who overestimate their intelligence

may not develop the strategies and other skills needed to learn because they do not perceive the need to plan and monitor their activities (Barnard & Olivarez, 2007).

Therefore, motivation is the most dominant factor because when conducting the research, the researcher saw that most of the students have low motivation during the test. This statement is also supported by Bingol, Celik, Yildiz, and Mart (2014, p. 4). They state that students' motivation is one of the crucial factors that affect academic achievement. Therefore, students' background knowledge also causes them to have difference in the result cumulative academic achievement. In addition, individual differences play an important role in academic achievement of students have a attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. According to Gudaganavar and Halayannavar (2014, p. 277), academic achievement can be effected by various factors like intelligence, and attitudes of pupil towards school.

The result of this present study is in agreement with a number of previous study. Razmjoo (2008) and Mohammadi et al. (2012) agreed that the multiple intelligences and English language skills did not have any correlation. Moreover, none of the intelligence types was diagnosed as the predictor for language proficiency. Findings from this study suggest that in a learning environment where multiple intelligences may not be actively used, there is a tendency to have weak and negative correlation between multiple intelligences and English language achievement. There are some factors are not serious in completing the questionnaire multiple intelligences, task or also no motivation to improve intelligence in order to improve academic achievement Cumulative results. There

are some several factors that affect, such as not serious in completing the questionnaire multiple intelligences, task or also no motivation to improve intelligence in order to improve academic achievement Cumulative results.

Nevertheless, Ebru Ikiz, Firdevs Savi Çakar Turkey (2010) found that the participants' the integration of our empirical findings and the relevant literature with respect to the relation between academic achievement and multiple intelligence areas, (e.g. effects of music involvement) provide educational policy makers and school administrators with additional evidence to support and enhance the development of fine arts programs in the schools for both increasing the academic achievement. In addition, the research had been participants are 250 students from secondary schools in Izmir, Turkey. The participants consists 135 girls (%53,6) and 117 boys (46,4%). 106 of them (%42,1) indicate their socioeconomic status as low and 118 (%46,8) of them as middle, 28 of the participants (% 11,1) indicate as high. The indicated that the multiple intelligences and academic achievement there are no significant correlation gender differences on the subscale level or from examining the total multiple intelligences score. In addition, the findings of the result Naderi et al. (2010) tried to examine if a relationship existed between intelligence and academic achievement and if the relationship differed between males and females. There were 153 participants (male=105 and female=48) in the study. Pearson Correlation analysis indicated that aspects of intelligence were not related to academic achievement for both males and females.

This finding was not same with the result that done by Ikiz Ebru (2010) and Naderi et. al (2010). in addition, according to the results of correlation analysis, Ghazi, Shahzada, Gilani and Shabbir Rashid (2011) Also tried to find the relationship between students' self perceived multiple intelligences and their academic achievement. The first years of participants were 714 college students in the district of Bannu, Pakistan. The results indicated resources that a significant correlation was found between self-perceived verbal / linguistic, logical / mathematical, interpersonal, intrapersonal, naturalist intelligence and students' academic achievement. There was insignificant correlation between self-perceived musical intelligence and academic achievement.

In brief, from the result of correlation analysis above, the researcher found that the research conducted at the Undergraduate EFL students of English Education Study Program of the UIN Raden Fatah Palembang concluded that this study had failed to properly investigate the correlation and the influence and best predictor of multiple intelligences and academic achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents, (1) conclusions, and (2) recommendations

5.1. Conclusions

Based on the finding in the previous chapter, some results can be concluded. Thus, there was no relationship between multiple intelligences and students' academic achievement. The finding showed that the null hypothesis (h_0) was accepted and the alternative hypothesis (h_a) was rejected.

Based on the finding, it can be concluded that the multiple intelligences does not give dominant effect through academic achievement. In this case, other factors perhaps give more dominant effects to it. It also means that the students with high multiple intelligences does not always have good academic achievement in they have multiple intelligences and the students with low multiple intelligences does not always have had academic achievement in all the subject.

5.2. Suggestions

The result of this research was no significant correlation of multiple intelligence in the gave contribution to academic achievement no indicated resources multiple intelligence that is important for students in academic achievement. Based on the conclusions addressed above, some suggestions were delivered:

1. For the Lecturers

The lecturers should use suitable learning strategies to improve multiple intelligences that can affect student academic achievement. Therefore, the lecturers must have an interest in students who have weak multiple intelligences

and can motivate them to have a passion for improving their multiple intelligences that can affect students' academic achievement. In brief, the lecturers should also seek find out the best way to improve it and also can involve in process of learning to improve the multiple intelligences and their academic achievement.

2. For the Students

For the students have to be aware, and have the motivation to explore and improve reviews their multiple intelligence in the learning process in order that they can get better achievement, not only in cumulative academic achievement but also in other subjects. Thus, there are several possible reasons that may affect their multiple intelligences to academic achievement could take place due to the weaknesses of the instruments used, the honesty in answering the questionnaire, wrong interpretation of the questions asked, and the students were in hurry when doing the test.

3. For the Other Researcher

For the other researcher on multiple intelligences (MI) the authors hope that further researchers related to gender may be also be conducted to give better the result students' academic achievement. In addition, it is also recommended that future researcher be conducted to see which strategies that can be employed to overcome students' academic achievement. Next, future research may also consider conducting an interview to the sample to dig more information on their multiple intelligences and their academic achievement.

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**A
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APPENDIX A

INFORMAL INTERVIEW

List of questions :

1. How do the lectures teach in the class?
2. Do you know about Multiple Intelligences?
3. Do the lectures teach relate to their Multiple Intelligences?
4. Do you have problem in learning English? What factors do cause those problems?
5. Are you satisfied with your Academic Achievement?
 - a. No, Why!
 - b. Yes , Why!

APPENDIX B

Multiple Intelligences Questionnaire

Name :
Semester :

Cumulative GPA :
Age :

Direction: For each of the statements below, please indicate the extent of your real condition by placing a tick (✓) in the appropriate box, "Yes" or "No".

No	Statement	Yes	No
1	You live an active lifestyle.		
2	You am a "team player".		
3	Fairness is important to you.		
4	Structure helps you be successful.		
5	You enjoy many kinds of music.		
6	Your home has a recycling system in place.		
7	You keep a journal.		
8	You enjoy doing three dimensional puzzles.		
9	You enjoy outdoor games.		
10	You learn best interacting with others.		
11	Social justice issues concern you.		
12	You get easily frustrated with disorganized people.		
13	You have always been interested in playing a musical instrument.		
14	Animals are important in your life.		
15	You write for pleasure.		
16	You can recall things in mental pictures.		
17	You like working with tools.		
18	Things such as clubs and extracurricular activities are fun.		
19	You learn best when you have an emotional attachment to the subject.		
20	Step-by-step directions are a big help.		
21	Remembering song lyrics is easy for you.		
22	Hiking is an enjoyable activity.		
23	Foreign languages interest you.		
24	You can imagine ideas in your mind.		

Adapted from McClellan, J.A. & Conti, G.J. (2008). Identifying the multiple intelligences of your students. *Journal of Adult Education*, 37(1), 13-32.

APPENDIX C

RESULT OF STUDENTS' MULTIPLE INTELLIGENCES QUESTIONNAIRE

NO	ITEM																								TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	14
2	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	17
3	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	0	1	1	16
4	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	19
5	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	0	14
6	1	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	18
7	1	0	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	12
8	1	0	0	1	1	0	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	14
9	0	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	15
10	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	1	1	0	0	1	12
11	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	18
12	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	1	1	1	12
13	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	1	0	12
14	1	0	1	1	0	1	0	0	1	0	1	0	1	0	1	1	0	0	0	1	1	1	1	1	14
15	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	18
16	1	1	1	0	1	1	0	1	1	0	1	0	0	1	1	0	1	0	1	1	1	1	0	1	17
17	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	1	1	15
18	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	1	1	1	12
19	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	16
20	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	19
21	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	20
22	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	13
23	1	1	0	0	1	0	0	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	1	14
24	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	17

APPENDIX D**RESULT OF STUDENTS' ACADEMIC ACHIEVEMENT**

STUDENTS'	Cumulative GPA	CATEGORY
1	3.82	Cumlaude
2	3.64	Cumlaude
3	3.36	Very Good
4	3.64	Cumlaude
5	3.64	Cumlaude
6	3.55	Cumlaude
7	3.73	Cumlaude
8	3.64	Cumlaude
9	3.73	Cumlaude
10	3.55	Cumlaude
11	3.45	Very Good
12	3.64	Cumlaude
13	3.73	Cumlaude
14	3.55	Cumlaude
15	3.64	Cumlaude
16	3.55	Cumlaude
17	3.55	Cumlaude
18	3.55	Cumlaude
19	3.64	Cumlaude
20	3.73	Cumlaude
21	3.55	Cumlaude
22	3.55	Cumlaude
23	3.64	Cumlaude
24	3.45	Very Good
25	3.82	Cumlaude
26	3.91	Cumlaude
27	3.91	Cumlaude
28	3.64	Cumlaude
29	3.64	Cumlaude
30	3.55	Cumlaude
31	3.73	Cumlaude
32	3.73	Cumlaude
33	3.82	Cumlaude
34	3.73	Cumlaude

35	3.82	Cumlaude
36	3.55	Cumlaude
37	3.73	Cumlaude
38	3.64	Cumlaude
39	3.73	Cumlaude
40	3.73	Cumlaude
41	3.55	Cumlaude
42	3.73	Cumlaude
43	3.64	Cumlaude
44	3.64	Cumlaude
45	3.64	Cumlaude
46	3.73	Cumlaude
47	3.73	Cumlaude
48	3.91	Cumlaude
49	3.55	Cumlaude
50	3.45	Very Good
51	3.33	Very Good
52	3.45	Very Good
53	3.36	Very Good
54	3.82	Cumlaude
55	3.55	Cumlaude
56	3.82	Cumlaude
57	4.00	Summa Cumlaude
58	3.55	Cumlaude
59	3.64	Cumlaude
60	3.55	Cumlaude
61	3.73	Cumlaude
62	3.73	Cumlaude
63	3.55	Cumlaude
64	3.45	Very Good
65	3.64	Cumlaude
66	3.64	Cumlaude
67	3.55	Cumlaude
68	3.73	Cumlaude
69	3.91	Cumlaude
70	3.73	Cumlaude
71	3.55	Cumlaude
72	3.64	Cumlaude
73	3.91	Cumlaude
74	3.45	Very Good

75	3.64	Cumlaude
76	3.82	Cumlaude
77	3.64	Cumlaude
78	3.82	Cumlaude
79	3.82	Cumlaude
80	3.73	Cumlaude
81	3.73	Cumlaude
82	3.64	Cumlaude
83	3.55	Cumlaude
84	3.73	Cumlaude
85	3.73	Cumlaude
86	3.55	Cumlaude
87	3.82	Cumlaude
88	3.55	Cumlaude
89	3.55	Cumlaude
90	3.82	Cumlaude
91	3.55	Cumlaude
92	3.91	Cumlaude
93	3.73	Cumlaude
94	3.55	Cumlaude
95	3.91	Cumlaude
96	3.64	Cumlaude
97	3.64	Cumlaude
98	3.94	Cumlaude
99	3.75	Cumlaude
100	3.81	Cumlaude
101	3.41	Very Good
102	3.41	Vey Good
103	3.86	Cumlaude
104	3.63	Cumlaude
105	3.69	Cumlaude
106	3.43	Very Good
107	3.31	Very Good
108	3.79	Cumlaude
109	3.49	Very Good
110	3.53	Cumlaude
111	3.79	Cumlaude
112	3.71	Cumlaude
113	3.40	Very Good
114	3.43	Very Good

115	3.35	Very Good
116	3.69	Cumlaude
117	3.59	Cumlaude
118	3.56	Cumlaude
119	3.38	Very Good
120	3.63	Cumlaude
121	3.66	Cumlaude
122	3.56	Cumlaude
123	3.68	Cumlaude
124	3.68	Cumlaude
125	3.54	Cumlaude
126	3.63	Cumlaude
127	3.66	Cumlaude
128	3.79	Cumlaude
129	3.56	Cumlaude
130	3.82	Cumlaude
131	3.66	Cumlaude
132	3.44	Very Good
133	3.76	Cumlaude
134	3.59	Cumlaude
135	3.57	Cumlaude
136	3.47	Very Good
137	3.44	Very Good
138	3.47	Very Good
139	3.50	Cumlaude
140	3.69	Cumlaude
141	3.35	Very Good
142	3.84	Cumlaude
143	3.50	Cumlaude
144	3.35	Very Good
145	3.59	Cumlaude
146	3.38	Very Good
147	3.68	Cumlaude
148	3.35	Very Good
149	3.68	Cumlaude
150	3.35	Very Good
151	3.48	Very Good
152	3.45	Very Good
153	3.55	Cumlaude
154	3.36	Very Good

155	3.40	Very Good
156	3.34	Very Good
157	3.59	Cumlaude
158	3.59	Cumlaude
159	3.41	Very Good
160	3.48	Very Good
161	3.43	Very Good
162	3.69	Cumlaude
163	3.69	Cumlaude
164	3.53	Cumlaude
165	3.42	Very Good
166	3.73	Cumlaude
167	3.43	Very Good
168	3.40	Very Good
169	3.58	Cumlaude
170	3.67	Cumlaude
171	3.40	Very Good
172	3.70	Cumlaude
173	3.40	Very Good
174	3.35	Very Good
175	3.43	Very Good
176	3.38	Very Good
177	3.50	Very Good
178	3.65	Very Good
179	3.42	Cumlaude
180	3.40	Very Good
181	3.45	Very Good
182	3.50	Very Good
183	3.36	Very Good
184	3.50	Very Good
185	3.42	Very Good
186	3.56	Very Good
187	3.69	Cumlaude
188	3.72	Cumlaude
189	3.40	Cumlaude
190	3.73	Very Good
191	3.86	Cumlaude
192	3.73	Cumlaude
193	3.41	Cumlaude
194	3.47	Very Good

195	3.47	Very Good
196	3.62	Very Good
197	3.48	Cumlaude
198	3.32	Very Good
199	3.60	Very Good
200	3.47	Cumlaude
201	3.60	Very Good
202	3.54	Very Good

APPENDIX E

Descriptive Statistic of Questionnaire and Cumulative GPA

Descriptive Analysis of Multiple Intelligences

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Multiple Intelligences	236	3.00	24.00	16.9577	3.51624
Valid N (listwise)	236				

Descriptive Analysis of students' Academic achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Achievement	236	2.29	4.00	3.5511	.20026
Valid N (listwise)	236				

APPENDIX F

NPar Tests NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Multiple Intelligences	Academc Achievement
N		236	236
Normal Parameters ^a	Mean	16.96	3.5511
	Std. Deviation	3.516	.20026
Most Extreme Differences	Absolute	.065	.083
	Positive	.065	.059
	Negative	-.065	-.083
Kolmogorov-Smirnov Z		.998	1.268
Asymp. Sig. (2-tailed)		.272	.080

a. Test distribution is Normal.

APPENDIX G

Means of Linearity Test

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Academic Achievement * Multiple Intelligences	236	100.0%	0	.0%	236	100.0%

Report

Academic Achievement

Multiple Intelligences	Mean	N	Std. Deviation
3	3.4000	1	.
4	3.6900	1	.
10	3.4333	6	.18938
11	3.5875	8	.17335
12	3.5450	6	.09006
13	3.4920	10	.15943
14	3.5476	21	.17927
15	3.4825	24	.16773
15.014	3.5900	1	.
16	3.5843	30	.16209
17	3.5367	24	.18427
18	3.4988	26	.31713
19	3.5642	24	.17450
20	3.6012	16	.20363
21	3.5900	9	.20075
22	3.5937	16	.19711
23	3.5556	9	.18514
24	3.8650	4	.11619
Total	3.5511	236	.20026

APPENDIX G

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Academic Achievement * Multiple Intelligences	.876	17	.052	1.315	.185
Between Groups	.198	1	.198	5.061	.025
Linearity	.678	16	.042	1.080	.375
Deviation from Linearity	8.548	218	.039		
Within Groups	9.425	235			
Total					

Measures of Association

	R	R Squared	Eta	Eta Squared
Academic Achievement * Multiple Intelligences	.145	.021	.305	.093

APPENDIX H

Correlations

Correlations

		Multiple Intelligences	Academc Achievement
Multiple Intelligences	Pearson Correlation	1	.145 [*]
	Sig. (2-tailed)		.026
	N	236	236
Academc Achievement	Pearson Correlation	.145 [*]	1
	Sig. (2-tailed)	.026	
	N	236	236

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

DOCUMENTATION



KEMENTERIAN AGAMA
REPUBLIK INDONESIA

IJAZAH
MADRASAH ALIYAH
PROGRAM : ILMU PENGETAHUAN ALAM

TAHUN PELAJARAN 2010/2011

Nomor *Ma. 06.07/02/PP-07.1/029/2011*

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah *Negeti 2 Palembang* menerangkan bahwa

nama *FACHRIZA FEMMY PUSPITASARI*
tempat dan tanggal lahir *Palembang, 24 Desember 1993*
nama orang tua *A. FAHMI MB.*
madrasah asal *MAN 2 Palembang*
nomor induk *8995*

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Madrasah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.



Palembang, 16 Mei 2011

Kepala Madrasah,

UNTUNG GUTMIR, S. Pd. M.M.

NIP. *196904011997031008*

MA 060000277

INSTITUT AGAMA ISLAM NEGERI (IAIN)
RADEH FATMA PALEMBANG
Jl. Prof. Dr. Sahal Asmari, Pabonrejo, Palembang

KARTU MAHASISWA
1220041



FACHRIZA FEMMY PS

PROF. DR. H. A. LATIH MICHTRA, S.H.
M.P. (KEMAHKAMAN & HUKUM)

TELAH DIPERIKSA KEBENARANNYA
DAN SESUAI DENGAN ASLINYA
PALEMBANG, 06-01-2017
No: B. 01 / Un. 09/4.1/PP.09/L/01/2017
Kepala BAAK,



Neryati S. Ag., M.M.
NIP. 19650102 198603 2 001



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF. ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
49	50	50	495

TOEFL PREDICTION TEST

FULL NAME

FACHRIZA FEMMY

SEX

M / F

F

DATE OF BIRTH

DD / MM /YY

24 / 12 / 1993

TEST DATE

DD / MM /YY

21 / 08 / 2017

21082017



Drs. HERIZAL, MA
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. K. H. Zaimal Abidin Pikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 553276 website : www.radenfatah.ac.id

**SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG**

Nomor : R-113/Un.09/II/PP.009/1/2017

Tentang

PENUNJUKKAN PEMBIMBING SKRIPSI

DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- | | |
|-----------|---|
| Menimbang | <ol style="list-style-type: none"> 1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa tersebut dalam rangka penyelesaian skripsinya 2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri. |
| Mengingat | <ol style="list-style-type: none"> 1. Undang – Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional 2. Undang – Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen, 3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi, 4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengangkatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil, 5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, 6. Keputusan Menteri Agama RI Nomor 33 Tahun 2015 tentang OPTAKER UIN Raden Fatah, 7. Peraturan Menteri Keuangan Nomor 53/FMK/02/2014 tentang Standar Biaya Masukan, 8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016, 9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 569B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang, 10. Peraturan Presiden Nomor 12 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri. |

MEMUTUSKAN

Menetapkan
PERTAMA

- | | | |
|------------------|--|--|
| Menunjuk Saudara | <ol style="list-style-type: none"> 1. Dr. Diar Erlina, M.Hum 2. Beni Wijaya, M.Pd. | <p>NIP. 19730102 199903 2 001
NIK. 14020110972/BLU</p> |
|------------------|--|--|

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara

Nama	Fachriza Femmy Puspita Sari
NIM	12210041
Judul Skripsi	The correlation between multiple intelligences and academic achievement of the undergraduate EFL students of English education study program of UIN Raden Fatah Palembang.

KEDUA Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku, masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.

KEEMPAT Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas

Palembang, 06 Januari 2017



H. Kasimyo Harto, M.Ag.
NIP. 197011 199703 1 004

Tembusan

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip



349



KULIAH KERJA NYATA (KKN) TEMATIK POSDAYA BERBASIS MASJID
ANGKATAN KE 66 TAHUN 2016 UIN RADEN FATAH PALEMBANG

Sertifikat

Nomor : Un.09/8.0/PP.00/226/2016

Diberikan Kepada:

Nama : Fachriza Femmy Puspitasari
Tempat / Tgl. lahir : Palembang, 24 Desember 1993
NIM / Jurusan / Fak : 12250041 / PBI / Tarbiyah dan Keguruan
Telah Melaksanakan Program Kulliah Kerja Nyata Angkatan 66 Tematik Posdaya Berbasis Masjid
Dari Tanggal 02 Februari s/d 17 Maret 2016 Di :

Desa : Muara Lawai
Kecamatan : Merapi Timur
Kabupaten : Lahat

Lulus dengan nilai : A

Kepadanya Diberikan Hak Sesuai Dengan Peraturan Yang Berlaku

Palembang, 30 Mei 2016

Ketua



Prof. Dr. H. Ris'an Rusli, MA
Nip. 19650519 199203 1 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/2930/2014

Diberikan kepada

Nama : Fachiza Femmy P S
NIM : 12250041
Jurusan : Pendidikan Bahasa Inggris

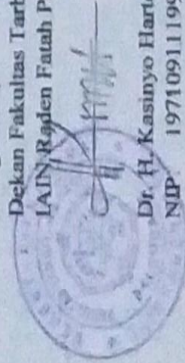
Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA)
Yang diselenggarakan oleh Fakultas Tarbiyah dan Keguruan

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah
Berdasarkan SK Rektor No. : In.03/1.1/Kp.07.6/266/2014

Palembang, 18 Juni 2014

Mengetahui,

Dekan Fakultas Tarbiyah
IAIN Raden Fatah Palembang.



Dr. H. Kasinyo Harto, M.Ag
NIP. 197109111997031004

Ketua Program BTA,

H. Mukmin, Lc: M. Pd. I
NIP. 19780623200321001



Ampera 2012

(Acara Mahasiswa Perkenalan Akademik 2012)



Sertifikat

No. /Pan-Pel/AMPERA/IAIN RF/IX/2012

Diberikan Kepada:

Fachriza Femmy P. S

**SEBAGAI PESERTA DALAM KEGIATAN
ACARA MAHASISWA PERKENALAN AKADEMIK (AMPERA 2012)
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG**

*"Menwujudkan Kepemimpinan Muda Yang Transendensi dan Humanisasi
Untuk Indonesia yang lebih baik"*

04-06 September 2012

Mengetahui,

Rektor IAIN Raden Fatah

[Signature]

Prof. Dr. H. Aflatus Muchtar, MA
NIP: 195206011985031002

Presiden Mahasiswa

[Signature]

M. Ali Alatas
NIM: 08522007

Ketua Pelaksana

[Signature]

Mukarram
NIM: 09290049

Sekretaris Pelaksana

[Signature]

Hardono Ciputra
NIM: 10140008

Pusat Teknologi Informasi dan Pangkalan Data
UNIVERSITAS ISLAM NEGERI RADEN FATAH
Jl. Prof. Dr. Zuhair Abidin Fikry Km 3,5 Palembang 30126 Telp. (071) 435-4031 Fax. (071) 356209



SERTIFIKAT

Nomor : In.03 / 10.1 / Kp.01 / 020 / 2015

Diberikan kepada :

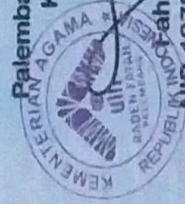
FACHIZA FEMMY P S
NIM : 12250041

Telah dinyatakan **LULUS** dalam mengikuti Pendidikan dan Pelatihan Keahlian Komputer yang diselenggarakan oleh PUSTIPD UIN Raden Fatah pada Semester I dan Semester II Tahun Akademik 2012 - 2013

Transkrip Nilai :

Program Aplikasi	Nilai	Nilai Akumulasi
Microsoft Word 2003	A	
Microsoft Excel 2003	A	

Palembang, 16 Maret 2015
Kepala Unit,



M. Fathurrahman
NIP. 19750522 201101 1 001



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 355276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBİYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Senin / 16 Agustus 2017
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	12250041	Fachiza Femmy PS	80	70	65	75	72.5	B
2	13250086	Tutik Alawiyah	80	75	65	78	74.5	B
3	13250001	Abdul Ravik	80	70	70	75	73.75	B

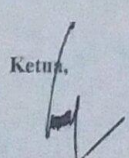
Keterangan
Mata Uji

- I Language Evaluation
- II TEFL Methodology
- III Curriculum Development
- IV Material Development

Interval Nilai

- 86 - 100 = A
- 70 - 85 = B
- 60 - 69 = C
- 56 - 59 = D
- ≤ 56 = E

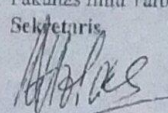
Ketua,


Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Dosen Penguji

Nova Lingga Pitaleka, M.Pd.
M. Holandyah, M.Pd
Dr. Dian Erlina, M.Hum
Hj. Lenny Marzulina, M.Pd

Palembang, 10 Agustus 2017
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris,


M. Holandyah, M.Pd
NIP. 19740507201101001





UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

ALAMAT: JL. PROF. K.H. ZAINAL ABIDIN FIKRI KODE POS: 30126 KOTA POS: 54 TELP: (0711) 393276 PALEMBANG

THESIS CONSULTATION CARD

Name Fachriza Femmy Puspita sari
Students' Number 12250041
Faculty Tarbiyah
Department English Education Study Program
Thesis Title The Correlation between Multiple Intelligences and Academic Achievement of the Undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang.
Advisor 2 Dr. Dian Erlina, M Hum

No.	Date	Aspect Consulted	Comment	Signature
1	03-01-17	Chapter I	Background Research problems } Objectives } revise	
2	03-02-17	Chapter II	The Concept of Intelligences Give conclusion for each concept discussed in chapter II	
3	16-02-17	Chapter III	- hypothesis & hypothesis testing - operational definitions - sampling technique - instruments for collecting the data - spelling & grammar check!	
4	22-02-17	the chapter III, II, I		
5	19-04-2017	Chapter IV	revise	



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

ALAMAT: JL. PROF. K.H. ZAINAL ABIDIN FIKRI KODE POS: 30116 KOTA POS: 34 TELP: (0711) 353276 PALEMBANG

25-04-2017	Chapter V	Conclusions must be in fine arts research questions	
		Suggestions must be in fine arts research units	
		Abstract ← objectives research methodology findings / results	
26-05-2017	06	prepare for muraqoyah	



**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBİYAH DAN KEGURUAN**

ALAMAT: JL. PROF. K.H. ZAINAL ABIDIN FIKRI KODE POS: 30126 KOTA POS. 54 TELP: (0711) 353276 PALEMBANG

THESIS CONSULTATION CARD

Name : Fachriza Femmy Puspita Sari
 Students' Number : 12250041
 Faculty : Tarbiyah
 Department : English Education Study Program
 Advisor 2 : Beni Wijaya, M.Pd
 Thesis Title : The correlation between multiple intelligences and academic achievement of undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang

No	Date	Aspect Consulted	Comment	Signature
1	30/11/2016	Chapter I	Revise as suggested	
2	3/1/2017	Chapter I	Revise as suggested	
3	7/1/2017	Chapter I	Ok!	
4	14/1/2017	Chapter 2	Revise as suggested	
5	18/1/2017	Chapter 2	Ok!	
6	20/1/2017	Chapter 3	Revise as suggested	
7	21/1/2017	Chapter 3	Revise as suggested	
8	24/1/2017	Chapter 3	Ok!	
9	24/3/2017	Chapter 4	Revise as suggested	
10	27/3/2017	Chapter 4	Ok!	
11	1/4/2017	Chapter 5	Revise as suggested	
12	2/4/2017	Chapter 5	Revise as suggested	
13	5/4/2017	Chapter 5	Ok!	
14	13/4/2017	All chapters	Ok!	



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Filky No. 1 Km. 3.5 Palembang 30126 Telp : (0711) 353276 website : www.radenfatah.ac.id

Nomor B-683/Un.09/IL/PP.00.9/2/2017

Palembang, 1 Februari 2017

Lampiran
Perihal

Mohon Izin Penelitian Mahasiswa /i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Kepada Yth,
Kepala Prodi PBI FITK UIN Raden Fatah
di
Palembang

Assalamu'alaikum Wr. Wb.

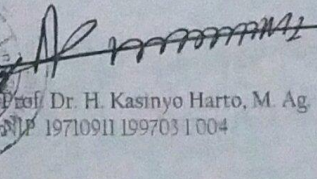
Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu
Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin
untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan
Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i
kami

Nama	Fachrizia Femmy Puspita Sari
NIM	12250041
Prodi	PBA
Alamat	Komp. Taman Indah Talang Kelapa (Maskerebet) Blok A7 No 8 RT/RW 009/004 Km 10
Judul Skripsi	The correlation between multiple intelligences and academic achievement of the undergraduate EFL students of English education study program of UIN Raden Fatah Palembang

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i
diucapkan terima kasih.

Wassalamu'alaikum W. Wb

Delcan,


Prof. Dr. H. Kasinyo Harto, M. Ag
197109111997031004

Tembusan:

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN


Nomor B - /Un.09/II.1/PP.00.9/06/2017
4260

Sehubungan dengan Surat dari mahasiswa perihal permohonan izin Penelitian di Program Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan No Surat B-683/Un.09/II.1/PP.00.9/2/2017 tertanggal 1 Februari 2017, maka dengan ini menerangkan bahwa:

Nama	Fachriza Femmy Puspita Sari
NIM	12250041
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Fakultas Ilmu Tarbiyah dan Keguruan
Judul Penelitian	"The correlation between multiple intelligences and academic achievement of the Undergraduate EFL Students English Education Study Program of UIN Raden Fatah Palembang".

Nama tersebut di atas memang benar telah mengadakan penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Palembang, 14 Juni 2017
Keprosdi Pendidikan Bahasa Inggris,

Dj. Lenny Marzulina, M Pd
NIP. 19710131 201101 2 001

