The Correlation between Students' Most Dominant Multiple Intelligence and Their Reading Comprehension in TOEFL-Like at EED of UMY

A Skripsi

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Approval Page

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I am completely responsible for the content of this paper. Others' opinions and results included in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, 9th of Mei 2017

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Motto

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Then, indeed with every difficulty there is ease”

(Al-Insyirah: 5)

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Abstract

Gardner (1999) stated many kinds of intelligence named multiple intelligences theory. Multiple intelligences play an important role in developing students' competences and designing learning activities. Besides, TOEFL score is also an important thing for EED of UMY students' study and career. Then, the researcher focused on reading comprehension in TOEFL-like as one section of this test. Because the importance both multiple intelligences and reading comprehension in TOEFL-like, this research aims to investigate how EED of UMY students' most dominant multiple intelligence is and how students' reading comprehension in TOEFL-like is. Then, this research is also proposed to find out the correlation between students' most dominant multiple intelligence and their reading comprehension in TOEFL-like at EED of UMY. The researcher examined EED of UMY batch 2014 students' most dominant multiple intelligence before conducting this research. Afterward, the researcher found that students' most dominant multiple intelligence was existential intelligence. The data were obtained from thirty-seven students of EED of UMY batch 2014 who have existential intelligence. The researcher used an existential questionnaire that was adapted from McKenzie's (1999) Multiple Intelligences Inventory survey. Furthermore, students' reading TOEFL-like score were taken from students' reading pre-test TOEFL-like score in International Language Testing (ILT) course. The data were analyzed using descriptive statistic and Pearson Product Moment Correlation (*r*) through SPSS program version 20. The results revealed that students' existential intelligence was in the high level (3.2-4.2) and students'

reading comprehension in TOEFL-like was in the fair level (396.68-503.35). The result also showed that the significance value was 0.009 < 0.05 and the correlation value (*r* value) was 0.421. It means that there is a positive correlation between existential intelligence as students' most dominant multiple intelligence and their reading comprehension in TOEFL-like at EED of UMY batch 2014 on the moderate level.

Keywords: Multiple intelligences, existential intelligence, reading comprehension in TOEFL-like.