

Chapter Five

Conclusion and Recommendations

This chapter consists of two parts. The first part presents the summary of the research. Then, the second part reveals the recommendations based on research significance for researcher of this research, for students, for lecturers and for next researchers.

Conclusion

The researcher has examined students' most dominant multiple intelligence at EED of UMY batch 2014 before conducting this research. The researcher found that students' most dominant multiple intelligence was existential intelligence. Based on the analysis, the researcher concluded that EED of UMY batch 2014 students' multiple intelligence was on a high level with mean 3.35, since this score belongs to "high" category (3.2-4.2).

The high EED of UMY batch 2014 students' most dominant multiple intelligence was involved by some existential characteristics that they have. The students considered that they have to know their role in life and they enjoyed discussing about life. The students also believed that religion is an important thing for them. Besides, they paid attention to nature and universe of existence.

Moreover, the students' reading comprehension in TOEFL-like could be seen from score documentation of pre-test TOEFL-like score at International Language Testing (ILT) course. The result showed that most of EED of UMY batch 2014 students have fair reading comprehension in TOEFL-like. The mean score was 439.81 which belonged to "fair" category. It means that they have fair

level of reading comprehension. Then, their reading comprehension was influenced by their existential intelligence as Woolley's (2011) statement that reading comprehension is the process that aims to get the understanding of the text which involves people cognitive skill or intelligence.

Afterward, the result of correlation analysis revealed that there was a positive correlation between existential intelligence and students' reading comprehension in TOEFL-like at EED of UMY batch 2014. It was because the significance value was 0.009, and this value was lower than 0.05. Then, the strength of correlation was on the moderate level with Pearson correlation value (r -value) was 0.421. Therefore, it can be concluded that alternative hypothesis (H_1) was accepted. The implication is when students' most' dominant multiple intelligence is high, then students' reading comprehension in TOEFL-like also good.

Recommendations

Based on the result about the correlation between students' most dominant multiple intelligence and their reading comprehension in TOEFL-like at EED of UMY batch 2014, this research provided some recommendations for researcher of this research, students, lecturers and next researchers.

Researcher of this research. The researcher of this research is suggested developing researchers' knowledge on multiple intelligences in language learning. It is because multiple intelligences play an important role in improving students' language skill as this research finding that students' existential intelligence correlated to their reading comprehension in TOEFL-like score. Then, the

researcher have to identify her students' intelligence type in order be able to apply multiple intelligences theory for researcher's learning as student or teaching as an English teacher in the future.

Students. The EED of UMY batch 2014 students are recommended to assess their existential intelligence through existential activities. Then, they are suggested to apply existential learning strategy to solve their difficulty faced in language learning. The students are suggested to improve their competences in reading comprehension through their existential intelligence in order to increasing their reading TOEFL score.

Lecturers. The lecturers are suggested to apply the appropriate English language teaching method about existential intelligence. Because EED of UMY batch 2014 students' intelligence was existential intelligence based on this research finding. Then, lecturers are suggested designing existential classroom activities in order to develop students' abilities and potentials. The lecturers also are proposed to provide a classroom activity to make reading become students' habit.

Next researchers. The next researchers who interested to conduct a research in the same topic are recommended to investigate focus on gender or other language skills except reading. Afterward, the next researchers are suggested investigating an effect of multiple intelligences in language teaching and learning. Then, the next researchers are advised to use other sample and larger sample size than this research in order to get richer data.

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