The Correlation between Multiple Intelligences and Academic Achievement among Students of English Education Department of Universitas Muhammadiyah Yogyakarta

A Skripsi

Submitted to the Faculty of Language as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Written by:
Luthfi Baihaqi
20130810110

English Education Department
Faculty of Language Education
Universitas Muhammadiyah Yogyakarta
2017
Statement of Authenticity

I am a student with the following identity:

Name : Luthfi Baihaqi
NIM : 20130810110
Program Study : English Education Department
Faculty : Faculty of Language Education
University : Universitas Muhammadiyah Yogyakarta

Certify that skripsi with the title “The Correlation between Multiple Intelligences and Academic Achievement among Students of English Education Department of Universitas Muhammadiyah Yogyakarta” is definitely result of my own work.

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, 11th of August 2017

Luthfi Baihaqi
NIM.20130810110
Motto

“Be strong! Be cool! Be smart! Be amazing! But the most important thing, be yourself!”

(Häßler L. Baihaqi)
Acknowledgement

In the name of Allah, the most gracious, the most merciful. I would like to thank Allah SWT who give me blessing, mercy and healthy in accomplishing my skripsi.

I would like to declare my special gratitude to my beloved parents Ibu Robi’ah and Bapak Syarifuddin who always love and support me mentally and financially in my life and also in finishing my education. Then, lovely thank to my beloved sister Nunung Fauziah and her husband Aa Fuadh, and also my beloved twin nephew Daffa Mumtazul Fuadhi and Daffi Mumtazul Fuadhi for loving me and supporting me.

Greatest gratitude belongs to my beloved supervisor, Ms. Sri Sudarsi, S.S., M.In.T. for motivating, supporting, guiding, and helping me in finishing my research. Then, thank you for sharing your knowledge and time, Ms. Darsi. I would like also thank to Ms. Fitria Rahmawati, S.Pd., M.Hum. and Mr. Puthut Ardianto, S.Pd., M.Pd. as my research examiner for spending time and giving feedbacks to improve my skripsi.

Additionally, I would like express my great gratitude for all English Education Department of Universitas Muhammadiyah Yogyakarta lecturers who have taught and lead me during my study in this department.

I also thank to EED of UMY batch 2016 as my respondents of this study. Thank you for spending time and sharing information that was needed for this skripsi. Then, my deepest thankfulness belongs to my lovely best friends all of EED of UMY batch 2013 students and specifically all members of “C” class EED’13. Thank you for supporting, loving and creating sweet memories with me, guys.

I also would like say thank to *7. Süßeten (M), #liebe whom indirectly inspire to be better in these four years. I know this is silly writing but you are so fucking special till now (Ich #liebe dich).
The last but not least, thank you also to Kontrakan Squad (Abdil, Akbar, Billy, George, and Najmul) who has been accompanied me in these four years. I also thank to all people who directly and indirectly have cared, supported and helped me to finish my *skripsi*. May Allah SWT always bless you all. Thank you very much.

Yogyakarta, 11th of August 2017

Luthfi Baihaqi
NIM.20130810110
# Table of Contents

The Correlation between Multiple Intelligences and Academic Achievement among Students of English Education Department of Universitas Muhammadiyah Yogyakarta ..................i

Approval Page..........................................................................................................................ii

Statement of Authenticity ........................................................................................................... iii

Motto........................................................................................................................................ iv

Acknowledgement ...................................................................................................................... v

Table of Contents ...................................................................................................................... vii

List of Table ............................................................................................................................... x

List of Figure .............................................................................................................................. xi

List of Appendices .................................................................................................................... xii

Abstract ...................................................................................................................................... xiii

Chapter One ............................................................................................................................... 1

  Background of the Study.......................................................................................................... 1

  Statement of the Problem........................................................................................................ 3

  Research Questions ................................................................................................................ 3

  Purposes of the Study.............................................................................................................. 4

  Significances of the Study....................................................................................................... 4

Chapter Two ............................................................................................................................... 6

  Multiple Intelligences............................................................................................................. 6

  Multiple Intelligences in Educational Practices..................................................................... 11

  Criticisms on Multiple Intelligences Theory......................................................................... 12
Academic Achievement ................................................................. 13

Grade Point Average (GPA) as Indicator of Student’s Academic Achievement .......... 13

Related Study Review ........................................................................ 14

Hypothesis ......................................................................................... 16

Chapter Three .................................................................................. 18

Research Design ................................................................................ 18

Research Setting ................................................................................ 19

Research Population and Sample ........................................................ 19

Research Instrument ......................................................................... 20

Data Collection Method ..................................................................... 23

Validity and Reliability ....................................................................... 23

Data Analysis ..................................................................................... 27

Chapter Four ..................................................................................... 31

Results ............................................................................................... 31

Result 1: The Level of Multiple Intelligences among EED of UMY Students batch 2016. 31

Result 2: The Level of Academic Achievement among EED of UMY Students batch 2016. ......................................................................................................................... 33

Result 3. The Correlation between Multiple Intelligences and Students’ Academic Achievement among EED of UMY batch 2016 Students .............................................................. 35

Discussions ......................................................................................... 37

Chapter Five ....................................................................................... 42

Conclusion .......................................................................................... 42
Recommendations .................................................................42
References ..............................................................................44
Appendices ..............................................................................47
List of Table

Table 1. GPA Categories .................................................................................................................. 14

Table 2. The Detail of Questionnaire Statements .............................................................................. 21

Table 3. Scales of Questionnaire ..................................................................................................... 22

Table 4. The Result of Aiken Coefficient for Multiple Intelligences Questionnaire ........ 24

Table 5. Category of Reliability ........................................................................................................ 26

Table 6. The Result of Reliability Test .............................................................................................. 26

Table 7. the Result of Reliability Test Per Items .............................................................................. 26

Table 8. Category of Students’ Multiple Intelligences ...................................................................... 28

Table 9. Category of Students’ Academic Achievement ................................................................. 29

Table 10. The Correlation Criteria ................................................................................................... 30

Table 11. Result of students’ Multiple Intelligences ....................................................................... 33

Table 12. Result of Students’ Academic Achievement ..................................................................... 34

Table 13. The Result of Linearity Test .............................................................................................. 35

Table 14. Result of Correlation Test ................................................................................................. 36
List of Figure

Figure 1. Conceptual Framework ................................................................. 17
Figure 2. Histogram of Students’ Academic Achievement .............................. 32
Figure 3. Graphic of Normal Data Distribution .............................................. 34
List of Appendices

Appendix A. The Result of Students’ Multiple Intelligences ........................................ 47

Appendix B. The Distributed Questionnaire .......................................................... 48

Appendix C. Descriptive Statistic Result for Academic Achievement ....................... 50

Appendix D. The Correlation between Multiple Intelligences and Students’ Academic Achievement ........................................................................................................... 51

Appendix E. The Data of Students’ Academic Achievement ..................................... 52

Appendix F. Critical Values for Pearson’s Correlation Coefficient (r Table) .............54