

## **Chapter One**

### **Introduction**

In this chapter, the researcher describes the background of the study which introduces the key words of the study. Then, the researcher also mentions the statement of the problem, limitation of the problems, research question, purposes of the study, and significances of the study.

#### **Background of the Study**

The term ‘academic achievement’ means something that has been done or achieved by learner through his or her effort in educational field. Sobur (2003) argued that academic achievement is a change in terms of ability that is caused by learning process. The form of the results of the learning process can be either oral or in writing, solving skills and problem solving that can be measured and assessed by using the standard test. Then, Hawadi (2001) defined academic achievement as a school output which is an indicator for measuring students’ cognitive skills. Thus, to be successful in academics the learner should have struggle and do their best to gain better academic achievement.

Academic achievement might be influenced by intelligence level. According to Azimmudin and Chandra (2013), intelligence is one of factors affecting academic achievement. Intelligence of the students is directly related to the mental mechanism of the person. The process of mental mechanism is the best way to increase the academic achievement of a person. Thus, the importance of intelligence to achievement has been regarded as an essential factor influencing the academic achievement of the student.

The term ‘intelligence’ is traditionally defined as intelligence quotient (IQ) which designates the ratio between mental age and chronological age. In this view, the individuals’ abilities are measured via their verbal-linguistic and logical-mathematical intelligences and other types of intelligences are not considered. Gardner (1983) disagreed with such definition

of intelligence and challenged the notion that intelligence could be objectively measured and reduced to a single number or “IQ” score. Thus, he stresses that the IQ test does not provide information on other types of intelligences, how to use our minds well and to probe and solve problems.

There are some types of intelligence. According to Gardner (1983), every individual has multitude of intelligences that are quite independent of each other. Gardner believed that human intellectual competence should have a set of skills of problem solving which is enabling individual to resolve genuine problems or difficulties that he or she deals with (Gardner, 1983). Thus, he proposed multiple intelligences theory.

The theory of multiple intelligences was developed by Gardner (1983). It consists of the existence of eight separate human intelligences. They are linguistic, logical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist intelligence. Multiple intelligences (MI) theory has been rapidly incorporated into school curriculum across United States and other countries since its emergence in 1983. According to Christine (2003), many teachers accept MI theory and are applying to teach the students by suitable approaches that will enhance their dominant intelligences. Additionally, Gardner (1983) argued that assessment of an individual’s intelligence determines the student's learning style and allows educators to make a new instruction to fit each individual (Dobbs, Sims , & Hand, 2002). Christine (2003) mentioned that in the MI classroom, learner is the most important focus of the educational system. Christine also mentioned that if the teachers recognize multiple intelligences, they can give the students opportunity to demonstrate what they have understood.

The researcher read many articles and journals about English teaching and learning. Then, the researcher found an article about multiple intelligences and he was curious about it. The researcher also found that multiple intelligences play an important role in developing

students' competences and increasing their academic achievement. Afterward, mostly there is no previous undergraduate thesis about multiple intelligences at EED of UMY. Therefore, the researcher is interested in conducting a research about multiple intelligences at EED of UMY. In addition, the researcher is interested in conducting the study which is carried out to find out the correlation between multiple intelligences and students' academic achievement in the context of EED of UMY students batch 2016. In this study, multiple intelligences are treated as independent variable while students' academic achievement is treated as dependent variable.

### **Statement of the Problem**

The understanding about multiple intelligences is probably one of factors that can help EED of UMY students to increase their learning outcome or academic achievement. According to Nolen (2003), understanding of multiple intelligences can make the students more active to express the idea in learning process. It can help them to train and develop their ability. Thus, the students can increase their learning achievement by knowing their strong and weak of multiple intelligences.

In addition, there is scarce research that specifically observes the correlation between multiple intelligences and academic achievement at EED of UMY. Hence, the researcher is interested in investigating the correlation between multiple intelligences and academic achievement among EED of UMY students. It further aims to investigate the level of multiple intelligences among EED of UMY students, and the level of academic achievement among EED of UMY students.

### **Research Questions**

To achieve the purposes of the research, the researcher decided the research questions. In this study, there are three research questions. Those following three research questions are:

1. How is the multiple intelligences level among EED of UMY students?

2. How is the academic achievement level among EED of UMY students?
3. Is there any correlation between multiple intelligences and students' academic achievement among EED of UMY students?

### **Purposes of the Study**

Based on those three research questions above, it can be concluded that there are three purposes of the study. The purposes of this study can be identified as follows:

1. To find out the multiple intelligences level among EED of UMY students.
2. To find out the academic achievement level among EED of UMY students.
3. To find out the correlation between multiple intelligences and students' academic achievement among EED of UMY students.

### **Significances of the Study**

This study is expected to give advantages for researcher of this study, students, lecturers and next researchers. Thus, the researcher explains some significances of the study below:

**The researcher of this study.** This study gives benefits for the researcher in developing his knowledge on multiple intelligences in language learning. Then, the researcher also knows that every student has different type of intelligences. Additionally, the researcher is able to conduct the teaching strategies that is suitable for him in his future teaching.

**Teachers.** This study helps lecturers to choose the appropriate English language teaching method based on students' intelligence types among multiple intelligences. By knowing students' multiple intelligences, the lecturers can integrate multiple intelligences into classroom activities in order to develop students' abilities and potentials.

**Students.** This study contributes significantly for students in knowing their types of intelligence among multiple intelligences. Thus, they are able to increase their learning achievement by knowing the strong and the weak of their multiple intelligences.

**Next researchers.** This study might give benefit for next researchers who are interested to conduct a research in the same field. The results of this study will give additional information of multiple intelligences and academic achievement. Then, this study also might become a reference to conduct further research with different research design or methodology.