

## Chapter Five

### Conclusion and Recommendations

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

#### Conclusion

The researcher found that the average of students has moderate level of multiple intelligences with the mean value was 65.13. It means that EED of UMY batch 2016 students have moderate intellectual competence to solve genuine problems or difficulties that they deal whit, specifically in the learning process.

This research also studies the EED of UMY students' academic achievement. The students' academic achievement was as shown by their grade point average (GPA) of their first semester. The result showed that most of EED of UMY batch 2016 students have moderate academic achievement. The mean score was 3.47 which belongs to moderate level. This means that students are averagely performing well in learning activity and they also comprehend the materials given by the teachers.

Additionally, the result of correlation analysis revealed that there was a correlation between multiple intelligences and students' academic achievement among EED of UMY batch 2016. It was because the  $r$  value was lower than  $r$  table. It can be concluded that null hypothesis ( $H_0$ ) was rejected. The implication is when students' multiple intelligence is on moderate level, then students' academic achievement is also on moderate level.

#### Recommendations

Based on the result about the correlation between students' multiple intelligences and their academic achievement at EED of UMY batch 2016, this research provided some recommendations for the students, lecturers and next researchers.

**Students.** The EED of UMY batch 2016 students are recommended to assess their multiple intelligences through the activities that support their multiple intelligences. Then, they are suggested to apply their learning strategy based on their multiple intelligences to solve their difficulty faced in language learning. The students are suggested to improve their performance in English learning through their multiple intelligences in order to increase their academic achievement.

**Teachers.** The teachers are suggested to support students' multiple intelligences in classroom by some supports such as encouraging students' opportunities for public speaking, allowing interaction among students during learning tasks, allowing students movement around the learning environment, allowing students' opportunities for their reflection on learning, incorporating creative drama into instruction, encouraging classroom debate, listening to a symphony, and brainstorming categories. The teachers also are suggested to apply the appropriate English language teaching method with each intelligence types.

**Next researchers.** The next researchers who are interested to conduct a research in the same topic are recommended to investigate focus on gender or other specific variables such as four basic language skills (reading, listening, writing, speaking). The next researchers are suggested to investigate 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.