CHAPTER V

CONCLUSION

This chapter is consisted of review summary of each research question or hypothesis. The summary explains generally rather than specifically. The study is also ended by statements of the researcher about recommendations of this research.

Summary of the Research

This research investigated 59 students at English Education Department academic year 2014. Those participants filled in the MIDAS (Multiple Intelligences Assessment Scale) as the instrument of this research on how students' most dominant intelligence was measured. The results showed that the students' most dominant intelligence was intrapersonal intelligence. From 59 participants, the intrapersonal intelligence gained the most significant result with 25 students were in the intrapersonal intelligence, five students were in linguistic intelligence, five people were in musical intelligence, four students were in logical-mathematical intelligence and one student was in visual-spatial intelligence.

The results also indicated that there were seven other participants who had two dominant intelligences. For example they had intrapersonal and interpersonal intelligence which obtained the same score. The results showed there were four students who had three dominant intelligences. For instance a student had intrapersonal, logical-mathematical, and musical intelligence as the dominant intelligence. The results also showed one of the total participants had

intrapersonal, interpersonal, linguistic, and visual-spatial intelligences as the dominant intelligence.

The data on students' most dominant intelligence had a role as the independent variable that caused another variable. Whereas variable that was caused was students' speaking skill, then on this research called dependent variable. For students' achievement in speaking skill, the researcher used the score of speaking skill at Listening and Speaking for Career Development classes which had been measured by the teachers of these classes. The data showed that the value of mean on the score of speaking skill was 16. It means that EED UMY students' speaking skill was good.

The correlation between those two variables above was determined by the value of coefficient correlation in Pearson Product Moment (r). The result of (r) showed there was weak correlation between students' most dominant intelligence and students' achievement in speaking skill. The value of (r) was 0.03. Hence, the hypothesis of H_1 was accepted and the hypothesis of H_o was rejected.

Recommendations of the Research

For Students. Knowing Multiple Intelligences will be very useful for the students because MI helps students to empower their strengths. The students who have known their intelligence will be easier to adapt their ability in the process of teaching and learning (Chatib & Said, 2012).

For English Education Department. In gaining the result of this study, there were many factors that influence the outcomes. One of the factors was the condition of the participants used in this research. The results of this study showed

that the most dominant intelligence of the participants of this research was intrapersonal intelligence. By knowing this result, the researcher recommends some points.

Firstly, the researcher argues that the teachers of EED UMY should create and plan the methods or activities that are in tune with students' most dominant intelligence in order to maximize students' ability. In one hand, teachers at EED UMY have to also increase linguistic and interpersonal intelligences of the students in order to make students feel easy while learning English.

Secondly, seeing the finding of this study, the researcher argues that determining students' intelligence in the process of student acceptance earlier is crucial thing that must be considered by the faculty even the department. Intelligence determines students' performance in the process of teaching and learning. It is in line with Chatib & Said (2012) who contend that appropriated media which supports students' intelligences will determine students to perform their best.

In EED UMY, there are many intelligences which are included in the process of teaching and learning at EED UMY, but we cannot deny that linguistic and interpersonal intelligence are the most requirement intelligence of this major. One solution that could be done is building an access which connecting EED UMY to the institute that could determine students' intelligence. The result in determining the intelligence, then it becomes the requirement in the process of students' acceptance.

Students who know their intelligence will be easier to enhance their ability. Not only the students, but also the teachers, if the teachers have known the intelligence of the students, teachers would create an appropiate media or class activities that are in tune with students' ability (Abdullah & Abdullah, 2010). The researcher argues that kind of students' intelligences which almost have same characteristics of teaching and learning process could help and determine students' achievement.

For other researchers. Finding the results of this study, the researcher is surprise because the finding shows that students' most dominant inteligence is intrapersonal intelligence. The researcher expects that the students' most dominant intelligence is linguistic or interpersonal intelligence, since this study is collected at English Education Department. But, the result is capsized to the expectation.

Accepting the result of students' most dominant which is intrapersonal intelligence, there are questions that come. These questions are presented in the statements below.

1. How could be the students' most dominant intelligence of EED UMY 2014 is intrapersonal intelligence?

2. What are the factors that influence the result of this study?

Answering those two questions could not be answered by only doing this research. Thus, the researcher is recommended to the other researchers to do a research that could answer the issues that have been proposed above.

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