

**CHAPTER I**  
**INTRODUCTION**

**A. Background of Study**

Human beings are social creatures that cannot live alone in fulfilling their daily necessities. They need to interact with others in their life. Everybody needs to communicate with his or her surroundings. The effective tool to communicate with other is language. Language as communication tool will make us be able to express our feelings, ideas, or wishes, and to know other people's feeling, ideas, or wishes.

Language is not only used to interact with others but also used to share information and develop science and technology. Language becomes an important thing and is used by people around the world. Language is a gift from God to human beings. It is stated in the Holy Koran in the Ar-Ruum verse 22 as follows:

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The verse says that language is different from one to another. There are many varieties of language in the world. These force people to learn

not only their own language but also others' language. Thus, learning foreign language is not only an obedience to Allah but also a necessity.

English is one of the foreign language and almost used in many kinds of human activities in the world. People who master English have bigger opportunity in their lives than those who do not. It is because English is one of the foreign language which plays an important role in all aspects of human life such as technology, economy, social and politics.

A phenomenon that occurs is not everybody especially students are easily able to learn and master English language. Mastery is different about each individual due to an individual with other individuals have different abilities to learn a new language because it is caused by several reasons. Factors which can be described here in whom are intelligence that they have.

When talking about intelligence, the first thing that usually comes to the mind is that it refers to the mental abilities that are measured by an IQ (intelligence quotient) test. It usually measures only two types of intelligence: verbal-linguistic and mathematical-logical intelligence. Howard Gardner 1983 (cited in Campbell & Campbell 1999, p. 4); nonetheless, has identified the intelligence as the ability to solve problems and to fashion products that are culturally valued. Intelligence is not unitary but rather comprises eight multiple intelligence (MI) : verbal linguistic intelligence, logical English intelligence, visual spatial intelligence, bodily kinesthetic intelligence, musical rhythmic intelligence,

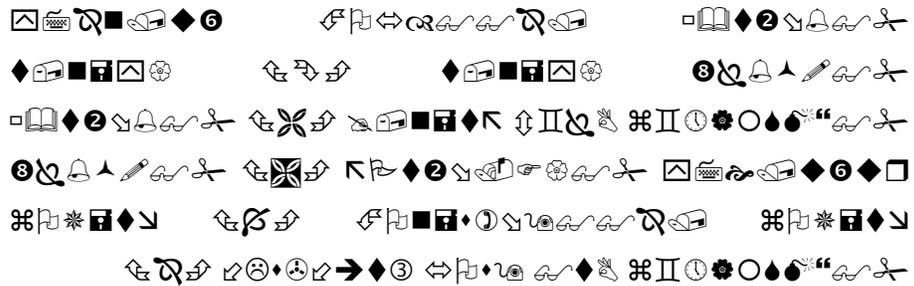
interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence. Each of this intelligence is a distinct module in the brain and operates more or less independently of the others.

Intelligence is what people can do and it varies from one culture to another. Traditionally, people's intelligence was measured according to a very limited criteria; however, people possess a set of intelligences not just one type. Intelligence is a combination of several abilities which are of a great importance but nobody possesses all the intelligences at the same time. A group comprised of people who possess different types of intelligences displays efficiency higher than a group of professionals who possess the same kind of intelligence.

The implementation of the multiple intelligences theory in education intends to attract the learners, engage them and widen their understanding of complex concepts by teaching them according to their styles and preferences. The aspect focused on in this study is the enhancement of the reading skill by identifying the learners multiple intelligences profiles and deciding which intelligence or intelligences that best increase the readers' achievement in reading comprehension texts.

Reading; undeniably, is an important language skill that is focused on from the primary school stages to university. It further accompanies the individual through his, her entire life. So paying a lot of attention to such a skill is a must since a lot of individuals still encounter problems regarding reading.

Allah said in the Holy Koran at the surah Al-‘Alaq verse 1-5 as follows:



The verses contain some exclamations and signals about the urgency of reading. The word iqra’ that means “please read” is twice repeated with definite purpose. The meaning of reading in verse above contains deep meaning. The word Iqra’ is a command to read and to discover knowledge that exists in our surroundings. It shows to the human that reading is very important.

The majority of people still think that reading depends only on the linguistic skills an individual possesses and has nothing to do with the other intelligences which is a hugely false assumption. Reading ability can be taught and improved by using the other intelligences as well since is not solely related to the linguistic intelligence. So, this study aimed at identifying how much can the implementation of the multiple intelligences theory contribute in the progress of the students in the classroom and how much does it affect their ability to reach their potentials in reading comprehension texts through the focus on implementing the types of intelligences in the instructional process.

Based on the explanation above, the writer is interested in conducting a reasearch about THE CORRELATION BETWEEN STUDENTS' MULTIPLE INTELLIGENCES AND THEIR READING COMPREHENSION ACHIEVEMENT AT THE ELEVENTH GRADE STUDENTS OF STATE ISLAMIC SENIOR HIGH SCHOOL 1 BANJARBARU ACADEMIC YEAR 2014/2015. The writer correlates students' multiple intelligence with their reading comprehension achievement, it is because reading is not simply linguistic acts; it involves all of the intelligences and many more areas of the brain are involved in literacy acquisition than has previously been assumed by educators working in the field. Beside that, the writer choose State Islamic Senior High School 1 Banjarbaru because based on pre-observation, the students in this school have no much interest in English subject, especially in reading, due to the teacher didn't know how to provide the method according to the needs and the desires of the students.

## **B. Statement of Problem**

By conducting this research, the writer wants to investigate some problems which are formulated as follow:

1. Is there any significant correlation between students' multiple intelligences and their reading comprehension achievement at the

eleventh grade students of State Islamic Senior High School 1 Banjarbaru academic year 2014/2015 ?

2. Which type of intelligences that have strongest correlation with reading comprehension at the eleventh grade students of State Islamic Senior High School 1 Banjarbaru academic year 2014/2015?

### **C. Limitation of Study**

In this reserach, the writer limits the problem only about students' multiple intelligences and reading comprehension achievement at the eleventh grade students of State Islamic Senior High School 1 Banjarbaru academic year 2014/2015.

For multiple intelligences, the writer limits the scope of study in eight intelligences. While for reading comprehension, the writer limits the scope of study in comprehending report text, narrative text and hortatory exposition.

### **D. Objective of Study**

This research has some objectives are as follows:

1. To know whether there is any significant correlation between students' multiple inteligences and their reading comprehension

achievement at the eleventh grade students of MAN 1 Banjarbaru academic year 2014/2015.

2. To find out which type of intelligences that have strongest correlation with reading comprehension at the eleventh grade students of State Islamic Senior High School 1 Banjarbaru academic year 2014/2015.

### **E. Assumption**

The assumption for this research problems are:

1. Each student has different strengths in multiple intelligences and reading comprehension achievement.
2. The students' strengths in multiple intelligences at the eleventh grade students of State Islamic Senior High School 1 Banjarbaru influences their reading comprehension achievement.

### **F. Hypothesis**

There are two kinds of hypothesis, which are to be tested in this correlation research as follow :

1. Direction or alternative hypothesis ( $H_a$ )

There is a significant correlation between students' multiple intelligences and their reading comprehension achievement at the eleventh grade students of State Islamic Senior High School 1 Banjarbaru academic year 2014/2015.

2. Null hypothesis (Ho)

There is no significant correlation between students' multiple intelligences and their reading comprehension achievement at the eleventh grade students of State Islamic Senior High School 1 Banjarbaru academic year 2014/2015.

### **G. Significance of Study**

The result of this research is expected to have advantages, such as:

1. It will be the consideration to the teacher in improving teaching method.
2. It will give much more importance to the students' multiple intelligences in learning English.
3. It will help the students' multiple intelligences in exploring their strengths and interests in learning English.

4. It will enrich the writer's knowledge about multiple intelligences and reading comprehension.
5. It will give information or additional reference for other researchers.

## **H. Definition of Key Terms**

To avoid misinterpretation toward the title that is adapted in this research, the writer feels necessary to explain some terms dealing with the title as follows:

1. Correlation is a connection between two things in which one thing changes as the other does. (Oxford Advanced Learner's Dictionary)
2. Multiple intelligences is a theory of intelligence that differentiates it into specific (primarily sensory) "modalities", rather than seeing intelligence as dominated by a single general ability. the quality or skill that people have which makes it possible for to do something. ( wikipedia ). Multiple intelligences in this research is a theory that there are eight types of intelligences.
3. Reading is an activity to look at and understand the meaning of written or printed words or symbols. "Reading is an activity to go through written or printed words, etc silently or aloud to others" .
4. Comprehension

"Comprehension is full knowledge and understanding of the meaning of something." (Collin Cobuild Dictionary. 2006).

5. Reading comprehension is building meaning out of a text which helps learners understand a written text.
6. Achievement is something which someone has succeeded in doing, especially after a lot of effort. ( Collin Cobuild Dictionary. 2006). Achievement in this research is the ability to comprehend reading text.
7. Eleventh grade students of State Senior High School 1 Banjarbaru academic year 2014/2015

It means students who are studying at State Islamic Senior High School 1 Banjarbaru at eleventh grade academic year 2014/2015. Actually, it is the only one of the State Islamic Senior High School in Banjarbaru.