ABSTRACT

Iriyanti, Irna, 2010, The Correlation Between Intelligence Quotient (IQ) and Students’ Achievement in Learning English (A Correlational Study on Tenth Grade of MAN 19 Jakarta), Skripsi, English Department, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University.

Advisor: Dr. Fahriany, M.Pd.

Key Word: IQ, Students’ achievement.

This study is purposed to analyze the correlation between Intelligence Quotient (IQ) and students’ achievement in learning English at tenth grade of MAN 19 Jakarta, whether there is any correlation between students’ IQ scores and their achievement in learning English.

Furthermore, in this correlational study, the writer used quantitative method by Product Moment Correlation technique or Pearson’s Correlation Product Moment technique. Product Moment Correlation is one of technique that usually used to find out the significance of the correlation between two variables. There are two main variables in this research. Intelligence Quotient (IQ) of the students as independent variable (variable X) and students’ achievement in learning English as dependent variable (variable Y). The students’ IQ score was taken from the counseling data of MAN 19 Jakarta, where the result of IQ test held by Yayasan Consultasi & Bimbingan Psikologi (YACOBI). To get the data of students’ English achievement, the writer made English test for the students which consist of fifty questions in multiple choice.

From the calculation by using Pearson’s Product Moment formula, it is obtained that the value of “r” product moment ($r_{xy}$) or “r” observation ($r_o$) is 0.909. The degree of freedom (df) is 63. The degree of significance 5% is 0.250 and the degree of significance 1% is 0.325. So it means the hypothesis $r_o$ is bigger than $r_t$ (0.909 > 0.250 < 0.325). The result of hypothesis of this research is: alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, so it means there is correlation between Intelligence Quotient (IQ) and students’ achievement in learning English.
ABSTRAK

Iriyanti, Irna. 2010, *The Correlation Between Intelligence Quotient (IQ) and Students' Achievement in Learning English (A Correlational Study on Tenth Grade of MAN 19 Jakarta)*, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Syarif Hidayatullah Jakarta.

Advisor: Dr. Fahriany, M.Pd.

Key Word: IQ, prestasi siswa.

Skripsi ini bertujuan untuk menganalisis hubungan antara Intelligence Quotient (IQ) dengan prestasi belajar Bahasa Inggris siswa kelas X MAN 19 Jakarta, apakah ada hubungan antara skor IQ siswa dengan prestasi mereka dalam pelajaran bahasa Inggris.

Dalam studi korelasi ini, penulis menggunakan metode kuantitatif dengan teknik Korelasi Product Moment atau teknik Korelasi Product Moment Pearson. Teknik Korelasi Product Moment adalah salah satu teknik yang biasa digunakan untuk mencari hubungan yang signifikan antara dua variabel. Ada dua variabel didalam penelitian ini, Intelligence Quotient (IQ) sebagai independen variabel (independent variable) atau variabel X. Dan prestasi siswa dalam pelajaran bahasa Inggris sebagai dependen variabel (dependent variable) atau variabel Y. Skor IQ siswa diambil dari data bimbingan konseling MAN 19 Jakarta, dimana hasil tes IQ diadakan oleh Yayasan Consultasi & Bimbingan Psikologi (YACOBI). Dan untuk mendapatkan data prestasi bahasa Inggris siswa, penulis membuat tes bahasa Inggris yang terdiri dari lima puluh soal berupa pilihan ganda.

Dari penghitungan dengan menggunakan rumus Product Moment Pearson, diperoleh “r” produk moment ($r_p$) atau “r” observasi ($r_o$) adalah 0.909. Dengan derajat bebas (df) 63. Taraf signifikansi 5% adalah 0.250 dan taraf signifikansi 1% adalah 0.325. Berarti hipotesis $r_o$ lebih besar dari pada $r_t$ ($0.909 > 0.250 < 0.325$). Hasil dari hipotesis penelitian ini adalah: alternative hipotesis (Ha) diterima dan null hipotesis (Ho) ditolak, jadi berarti ada korelasi antara Intelligence Quotient (IQ) dengan prestasi siswa dalam pelajaran bahasa Inggris.
ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful
All praise be to Allah, the Lord of the word

All praise be to Allah SWT, the Almighty, the Lord of the worlds for the health, the strength and love so that the writer could finish this skripsi. Peace and blessing be upon to our Prophet Muhammad SAW and His family, His companions, and His followers.

Firstly, the writer would like to express the deep gratitude to her beloved parents, Barnas and Umamah, who always support and give charity with a deep caring and loving to the writer. And for all her family (her grand mother, her aunt, her uncle, her cousins, Fitri and Wafi) who always give support and pray to the writer.

Also, the writer would like to express her great gratitude to her Advisor, Dr.Fahriany.M.Pd for her guidance in writing this skripsi.

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2. Drs. Syauki, M.Pd, the Head of English Education Department and Neneng Sunengsih, S.Pd, the Secretary of English Education Department.
3. Prof. Dr.Dede Rosyada, MA, the Dean of Tarbiyah faculty and Teachers Training.
4. The staffs of the libraries whose books she used for the references of this research; Main Library Syarif Hidayatullah State Islamic University, Library of Faculty of Tarbiyah and Teachers Training, and Unika Atmajaya Library.
5. The headmaster, English teacher and Counseling teacher of MAN 19 Jakarta for giving chance and help to do the research.

6. All beloved and unforgettable friends, Sifa, Uca, Yuli, Kiki, especially for communities of class B and her best friend Aris. “Thanks for your support and great sharing friend….”

7. All her beloved teachers in SDI, MTs, and MA Al-Falah, without them the writer would not be able to finish this study.

“May Allah SWT, bless you all……”

Finally, the writer realizes that “skripsi” is not perfect; therefore, the writer hopes some suggestions or criticism to make it more scientifically. And then she wishes that this “skripsi” could be valuable writing. “Amiin……”

Jakarta, August 2010

Irna Iriyanti
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A. Background of the Study

Education absolutely is an infrastructure and prerequisite to reach a success. In the quest of attaining the status of a fully developed country, education undoubtely plays an important role. The young generation needs to be well educated to prepare them for the globalization era. Globalization is closely related to the development of technology, transportation and communication, not only that, globalization also makes a relationship with other developing country in social, political and cultural field. To face all of that development, surely we need an avenue to connect us to the globalization era that is communication, and one of tools of communication is language.

Language touches every part of our life; it gives words to our thoughts, voice to our ideas, and expression to our feelings. It is varied human ability – one that we can use without even thought, that children seem to aquire automatically, and that linguists have found to be complex yet describable. From this statement, we can see how language handle important role for our life and for our relationship with the others. Every country has their own language, but it doesn’t mean we can’t make relationship or friendship with other countries.

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English as one of international languages, plays an important role in connecting people from various countries in the world. Especially in facing globalization era, where English is used in many kinds of fields, such as, English is used as a clue how to operate the computer, internet program, mobile phone, and other technologies. Besides, English is used to absorb the knowledge especially from the books written in English. In fact, the view of English as being useful as a window to the international world or as a tool, a convenient tongue for international communication, has been well accepted among language authorities. That is why English in Indonesia becomes a local content for elementary school, compulsory subject for junior high school, senior high school and university. Students need to be able to communicate in English for very practical everyday use. Therefore, the mastery of English is imperative for Indonesian students. However, most students do not master English yet, although the educators always improve and develop the curriculum, method, and other supporting teaching and learning facilities.

Students always have interesting cases in their learning process that can influence and depend their achievement at school and also their future. But the question now, why does someone steadily progress beside the others get reverse? Why in facing a same failure, someone can still stand up, while the other one give up? Why some people looked always success and the others almost always fail in their life?

Many factors and problems were faced by students to reach their dreams and ideals. Actually there are a lot of factors that can influence students’ achievement, they can come from the inside and outside of individual. Some factors coming from the inside of individual are IQ, talent, motivation, attitude, aptitude include interest.\(^2\)

Based on statement above we can see one of factors that influence students’ achievement is Intelligence Quotient (IQ). Originally, IQ or Intelligence Quotient was used to detect persons of lower intelligence, and to detect children of lower intelligence in order to place them in special education programs. Like

the IQ score of MAN 19 Jakarta students, the tenth grade students’ in this school have variation of IQ score. Some of them have high IQ that refers to very superior or superior, average IQ that refers to average or moderate and the others have low IQ that refers to low average.

The first IQ tests were designed to compare a child's intelligence to what his or her intelligence "should be" as compared to the child's age. If the child was significantly "smarter" than a "normal" child of his or her age, the child was given a higher score, and if a child scored lower than expected for a child of his or her age, the child was given a lower IQ score.3

Some people have opinion that in getting good achievement, students must have high IQ. Absolutely, people with low IQ will get difficulties in education. But the real phenomena show that it is not little people with low IQ get high achievement, and people with high IQ get low achievement, and people with average IQ score, able to get good and wonderful achievement than people with high IQ. Students’ achievement can be signed by students’ final scores. It is resulted from the average of their daily scores (formative scores) and their final test scores.

It was realized that human’s life never static but also always dynamic and full of challenges. People that have high IQ score (Smart and brilliant) maybe steadily can improve and success, but when they face the problem, like failures in job or missing meaningful people, not all people with high IQ can stand up, because beside Intellectual intelligence, people also have other intelligence like Emotional Intelligence (EI) or Emotional Quotient (EQ) which also believed can determine someone success. Today IQ absolutely gets many disavowals from some theories like emotional quotient, spiritual quotient and adversity quotient. But IQ has right and clear measurement or formula for measure student’s intelligence.

Although IQ is not the one factor that determine someone success, but IQ as one of intelligence tests have been widely used by educational psychologists because it correlate well with educational achievement, also it has been

3 http://www.iqtest.com/whatisaniqscore.html
employed by occupational psychologists because they are correlated with occupational success. It means that all intelligence factors are related to one another in determine students’ success.

From the point of view above, the writer would like to propose and run the research by the title on: THE CORRELATION BETWEEN INTELLIGENCE QUOTIENT (IQ) AND STUDENTS’ ACHIEVEMENT IN LEARNING ENGLISH (A Correlational Study on Tenth Grade of MAN 19 Jakarta).

B. Limitation and Formulation of the Problem

1. Limitation of the Problem

The writer limits the problem in this research on the correlation between Intelligence Quotient (IQ) and Students’ Achievement in Learning English.

2. Formulation of the Problem

Problem of the study is formulated as follows:

“Is there any significant correlation between Intelligence Quotient (IQ) and Students’ Achievement in Learning English?”

C. Objective of the Study

Based on the formulation above, the objective of the study is stated:

“To know whether there is any significant correlation between Intelligence Quotient (IQ) and Students’ Achievement in Learning English”

D. Significance of the Research

1. The teachers

The result of this research is expected to be useful for English teachers in improving their teaching capacity to improve their students’ achievement.

2. The Students

The writer hopes the result of this research can encourage students’ motivation to improve their achievement in mastering English.
3. The Headmaster

The result of this research is also expected to be useful input for headmaster to support teaching learning activity by improving and developing the quality of education in the school, in order that students are motivated and interested in learning English.
A. Intelligence Quotient

In this chapter the writer explains about the theory of intelligence, the general theory of IQ, IQ score, Wechsler test, the definition of learning and the definition of learning achievement included the hypothesis.

1. The theory of Intelligence

According to Perkins we can become more intelligent through study and practice, through access to appropriate tools, and through learning to make effective use of these tools.\(^1\) Intelligence is a complex topic, there are several ways to define intelligence, in some cases, intelligence may include traits such as: creativity, personality, character, knowledge, or wisdom. However, most psychologists and researchers prefer not to include these traits in the definition of intelligence.

Hence, there are some psychologists who have come up with a workable definition that combines many of the ideas just listed: Intelligence as the ability to learn from one’s experience, acquire knowledge, and use resources effectively in adapting to new situations or solving problems.\(^2\)

\(^1\)http://otec.uoregon.edu/intelligence.htm
In addition, most researchers have similar idea that intelligence is the extent to which someone is capable of adapting to the environment and that measures of intelligence indicate the level of social functioning as well as a specific level of attained knowledge.\(^3\)

Although psychologists and researches have defined intelligence in a general way, there are difference opinions of the specific knowledge and abilities in which build up the concept of intelligence. Some concepts of intelligence have been developed to identify general and specific intelligence. And to explain the variability in performance are described below.

**Charles Spearman: The G Factor**

Spearman saw intelligence as two different abilities. The ability to reason and solve problems was labeled \textit{g factor} for \textit{general intelligence}, whereas task-specific abilities in certain areas such as music, business, or art are labeled \textit{s factor} for \textit{specific intelligence}.\(^4\)

According to Sperman’s factors approach, the \textit{g factor} acted as a driving force that would power a set of special skills unique to specific situations, such as verbal ability, mathematical ability, and even musical ability. The \textit{g factor}, however, provided the main thrust for activating the \textit{s factors}. According to Sperman’s model, \textit{g} was a form of dynamic brain energy that would set in motion the “specific engines” of ability. Sperman also believed that \textit{g} was largely inherited.\(^5\)

This theory explain that intelligence is the ability of general think. Intelligence in this term is not remembering activity, learning by books, mastering academic skill, or smart people who follow the test, but intelligence is a combination of general ability that included the ability of think and conceptual think planning, problem solving, and efficient learning.

**Lois Thurstone: Seven Mental Primary Abilities**

Lois Thurstone criticized Spearman’s proposal, believing that there was more than one primary mental ability. Thurstone maintained that intelligence is a

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composite of seven factors that he considered primary mental abilities: verbal comprehension, memory, reasoning, ability to visualize spatial relationships, numerical ability, word fluency, and perceptual speed.\textsuperscript{6}

It means that intelligence was always a composite of special factors, each peculiar to a specific task. And the seven mental primary abilities link to each other to build a perfect intelligence.

**Howard Gardener: Theory of Multiple Intelligence**

Although many people use the terms reason, logic, and knowledge as if they are the same ability, Gardener believes that they are different aspects of intelligence, along with several other abilities. Gardener has proposed a theory of multiple intelligences. He originally listed seven different kinds of intelligence but later added an eight types and then a ninth.\textsuperscript{7}

<table>
<thead>
<tr>
<th>TYPES OF INTELLIGENCE</th>
<th>DESCRIPTION</th>
<th>SAMPLE OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal/Linguistic</td>
<td>Ability to use language</td>
<td>Writers, speakers</td>
</tr>
<tr>
<td>Musical</td>
<td>Ability to compose and/or perform music</td>
<td>Musicians, even those who do not read musical notes but can perform and compose</td>
</tr>
<tr>
<td>Logical/Mathematical</td>
<td>Ability to think logically and to solve mathematical problems</td>
<td>Scientist, engineers</td>
</tr>
<tr>
<td>Visual/Spatial</td>
<td>Ability to understand how objects are oriented in space</td>
<td>Pilots, astronauts, artists, navigators</td>
</tr>
<tr>
<td>Movement</td>
<td>Ability to control one’s body motions</td>
<td>Dancers, athlete</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Sensitivity to others and understanding motivations of others</td>
<td>Psychologists, managers</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Understanding of one’s emotions and how they guide actions</td>
<td>Various people-oriented careers</td>
</tr>
<tr>
<td>Naturalist</td>
<td>Ability to recognize the patterns found in nature</td>
<td>Farmers, landscapers, biologists, botanists</td>
</tr>
</tbody>
</table>

\textsuperscript{6} Pamela R. Rothstein, *Educational Psychology* ........p.190

\textsuperscript{7} Saundra K. Ciccarelli & J. Noland White, *Psychology*, ........p.278.
There are some characteristics of intelligence in Multiple Intelligence theory:

1. Intelligences are not linked to the senses.
   According to Multiple Intelligence theory, the intelligences evolved to deal with different types of information. They are not, however, linked to specific sensory input.

2. Intelligences are not cognitive styles
   The intelligences are linked to specific types of information, and are associated with ways thinking, but they are not cognitive styles.

3. Intelligences are not nature or nurture
   Neither nature or nurture alone determine intelligences – it is their interaction. All human intelligences are a function of genes and environment interacting, in different ways and in different proportions for each group and for each individual.

4. Intelligences are attraction to and skill with specific stimuli
   The essence of intelligence in Multiple Intelligence theory becomes clearer when we distinguish the “how” of thinking from the “what” of thinking. It is “what” we tend to think about that defines the intelligence we are using.

**Robert Sternberg: Triarchic Theory**

In Dr. Spencer Kagan and Miguel Kagan’s book, Multiple Intelligences, Sternberg focused on just three main components, called the **Triarchic Theory of intelligence** *(Triarchic means “three”). And the three aspects are analytical, creative and practical intelligence.*

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1. **Analytical intelligence** refers to the ability to break problems down into component parts, or analysis, for problem solving.

2. **Creative intelligence** is the ability to deal with new and ways of solving problems (divergent thinking, in other words).

3. **Practical intelligence** is best described as “street smarts” or the ability to use information to get along in life.

   On the other reference noted *Sternberg’s triarchic theory* with the other name, those are:

   1. Practical intelligence: the ability to do well in informal and formal educational settings; adapting to and shaping one's environment; street smarts.
   2. Experiential intelligence: the ability to deal with novel situations; the ability to effectively automate ways of dealing with novel situations so they are easily handled in the future; the ability to think in novel ways.
   3. Componential intelligence: the ability to process information effectively. This includes metacognitive, executive, performance, and knowledge-acquisition components that help to steer cognitive processes.\(^\text{10}\)

   Although there are difference in term of triarchic theory, but actually they have similar meaning.

   From some theories of intelligence above, the following definition is a composite from various authors. Intelligence is a combination of the ability to:

   1. Learn. This includes all kinds of informal and formal learning via any combination of experience, education, and training.
   2. Pose problem. This includes recognizing problem situations and transforming them into more clearly defined problems.
   3. Solve Problem. This includes solving problems, accomplishing tasks, fashioning products, and doing complex projects.

\(^\text{10}\)http://en.wikipedia.org/wiki/Intelligence_quotient
2. The General Theory of Intelligence Quotient (IQ)

IQ is the stands for intelligent quotient, and refers to a score given for several standardized intelligence tests.

The term of Intelligence Quotient (IQ) firstly was published by William Stern, a German psychologist in 1912. Although before it, there are some intelligence tests like Binet and Simon’s mental ability test.\(^{11}\)

In 1904, the Minister of public instruction in Paris, France, appointed Alfred Binet to a special commission that was to study the problem of educating mentally retarded children. Binet and his colleague, Theodore Simon, developed the first real intelligence test for the express purpose of identifying these children. Binet discarded Galton’s notion of measuring of intelligence through the use of sensorimotor tasks and assembled instead a series of intellectual tasks. It was Binet’s belief that intelligence was the ability to make sound judgments. Binet later used the concept of mental age to score the test, or the average age at which children could successfully answer a particular. He discovered, for example, how many of the tasks the average six-year-old could pass, and then any other children who passed the same number of tests were assigned a mental age of six years. Thus, Binet defined mental age in terms of the age at which a given number of test items are passed by an average child. This means that from the beginning the measurement of intelligence has been a relative measure of mental growth.

Binet in Norman A. Sprinthall, et al, tried to define intelligence in terms of an individual’s ability to make sound judgments. “To judge well, to comprehend well, to reason well, these are the essentials of intelligence. A person may be a moron or an imbecile if he lacks judgments he could not be either.”\(^{12}\)

In 1908 Binet revised his original test, retaining the best items from the 1905 scale and adding a number of new tasks. In scoring this 1908 test, Binet utilized a new phrase, mental age. The test would not be scored simply on the the basis of the number of items a child passed but rather with reference to age standards.

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\(^{11}\) Dr.Saifuddin Azwar, MA, Pengantar Psikologi Intelegensi, (Bandung: Pustaka Pelajar, 1996), p.52

Binet’s scoring technique thus defined intelligence as a *developmental* rather than as a static concept.

In 1911, shortly before Binet’s untimely passing, a second and final revision of the Binet-Simon test was published. This test was a further refinement of the original scale, again substituting new items that had shown low validity.

And in 1916, an American psychologist, Lewis M. Terman, of Stanford University, published an American revision of the Binet test. Terman’s test was standardized on American children and introduced so many new items that it was virtually a new test. He called it the **Stanford-Binet test**, and this test soon became immensely popular in this country. Terman adopted William Stern’s method for comparing mental age and chronological age (number of years since birth) for use with the translated and revised Binet test. In scoring the test, Terman introduced to America the concept of the **intelligence quotient or IQ**. IQ was determined by dividing mental age (MA) by chronological age (CA) and multiplying by 100 to get the rid of decimal points. Thus,

\[
\text{IQ} = \left( \frac{\text{MA}}{\text{CA}} \right) \times 100
\]

- Mental Age (MA): age level at which a person performs on an IQ test; used in comparison chronological age to determine IQ.
- Chronological Age (CA): refers to how old person is; used in comparison to mental age to determine IQ.

### 3. Intelligence Quotient Score

IQ Supposedly, it is a score that tells one how “bright” a person is compared to other people. The average IQ is by definition 100; scores above 100 indicate a higher than average IQ and scores below 100 indicate a lower than average IQ. The table below describe the descriptive classifications of intelligence Quotients.  

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13 [http://www.audiblox.com/iq_scores.htm](http://www.audiblox.com/iq_scores.htm)
Table 2.2
Classification of IQ

<table>
<thead>
<tr>
<th>IQ</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>130+</td>
<td>Very superior</td>
</tr>
<tr>
<td>120-129</td>
<td>Superior</td>
</tr>
<tr>
<td>110-119</td>
<td>High average</td>
</tr>
<tr>
<td>90-109</td>
<td>Average</td>
</tr>
<tr>
<td>80-89</td>
<td>Low average</td>
</tr>
<tr>
<td>70-79</td>
<td>Borderline</td>
</tr>
<tr>
<td>Below 70</td>
<td>Extremely low</td>
</tr>
</tbody>
</table>

Apparently, the IQ gives a good indication of the occupational group that a person will end up in, though not of course the specific occupation. In their book, *Know Your Child’s IQ*, Glen Wilson and Diana Grylls outline occupations typical of various IQ levels.\(^{14}\)

Table 2.3
Occupations Typical of Various IQ levels

<table>
<thead>
<tr>
<th>IQ</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>Top Civil Servants; Professors and Research Scientists.</td>
</tr>
<tr>
<td>130</td>
<td>Physicians and Surgeons; Lawyers; Engineers (Civil and Mechanical).</td>
</tr>
<tr>
<td>120</td>
<td>School Teachers; Pharmacists; Accountants; Nurses; Stenographers; Managers.</td>
</tr>
<tr>
<td>110</td>
<td>Foremen; Clerks; Telephone Operators; Salesmen; Policemen; Electricians.</td>
</tr>
<tr>
<td>100+</td>
<td>Machine Operators; Shopkeepers; Butchers; Welders; Sheet Metal Workers.</td>
</tr>
<tr>
<td>100-</td>
<td>Warehousemen; Carpenters; Cooks and Bakers; Small Farmers; Truck and Van Drivers.</td>
</tr>
<tr>
<td>90</td>
<td>Laborers; Gardeners; Upholsterers; Farmhands; Miners; Factory Packers and Sorters.</td>
</tr>
</tbody>
</table>

\(^{14}\)http://www.audiblox.com/iq_scores.htm
It should be noted, of course, that there are many important psychological functions that intelligence tests have never undertaken to measure. Mechanical, function, motor, musical and artistic aptitudes are obvious examples. Motivational, emotional, and attitudinal variables are important determiners of achievement in all areas.\footnote{Anne Anastasi & Susana Urbina, \textit{Psychological Testing}, 7\textsuperscript{th} ed, (New Jersey: Prentice Hall, 1997), p.296}

4. The strength and weakness of IQ score

However IQ scores have some strengths and weaknesses, it can’t 100 percent true to measure or predict someone intelligence. Here more detail. The main strengths of IQ tests are as follow:\footnote{Richard Fox, \textit{Teaching & Learning: Lesson from Pssychology}, (United Kingdom: Blackwell Publishing, 2005), pp.185-187}

1. They produce pretty reliable results.
2. Whichever IQ test is used, it turns out that score on all the subtest, although their various items seem so different, show positive correlations with one another.
3. Scores on subtests tend to cluster together in groups, which seem to be tapping recognizable abilities ‘factors’.
4. The tests do manage to assess abilities that most people associate with the term ‘intelligence’.
5. The tests predict academic achievement quite well (with typical correlations between +0.5 and +0.8).

And the main weaknesses of these same tests, from a teacher’s point of view:

1. Although the results are stable when one looks at large groups of people, any individual child will on a given day produce one score, which is only a sample of her intelligent behaviour.
2. Although one does indeed obtain a profile of scores for a child, across the range of subtests, the profile is not terribly informative.
3. There is more basic objection to calling these tests evaluations of human intelligence.
4. One can argue that the cultural effects of the tests are generally malign.

5. Another argument often launched against IQ tests is that they are culturally unfair.

IQ scores are used in many contexts: as predictors of education achievement or special needs, by social scientists who study the distribution of IQ scores in populations and the relationships between IQ score and other variables, and as predictors of job performance and income. Actually intelligence tests is purposed to measure the potential of someone intelligence, how far he/she can take up formal education.

The result of IQ can be changed, especially in kid and adult. The highest score is reached in adult age and back down toward old age, even though there are some researcher were defined that the increasing of IQ score more influenced by the increasing of physic ability in doing the tests than the increasing of intelligence level.

5. The Wechsler Tests

The next development in the history of intelligence testing was the creation of a new measurement instrument by American psychologist David Wechsler. Much like Binet, Wechsler believed that intelligence involved a number of different mental abilities, describing intelligence as, "the global capacity of a person to act purposefully, to think rationally, and to deal effectively with his environment." Dissatisfied with the limitations of the Stanford-Binet, he published his new intelligence test known as the Wechsler Adult Intelligence Scale (WAIS) in 1955.\(^\text{17}\) The adult test has since been revised yet again, in 1981, and is now called the WAIS-R (the R for ‘revised’).\(^\text{18}\)

In 1949 Wechsler published the Wechsler Intelligence Scale for Children (WISC). In 1963 he published the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), which was designed for children from 1949, the WISC-R and in 1992 as the WISC III.

\(^{17}\) [http://psychology.about.com/od/psychologicaltesting/a/int-history.htm](http://psychology.about.com/od/psychologicaltesting/a/int-history.htm)
\(^{18}\) Norman A. Sprinthall, et al., *Educational Psychology*….p.467
According to Wechsler, “intelligence . . . is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (Wechsler, 1944). The Wechsler tests, which use a deviation IQ, produce three IQ scores: a verbal IQ (information, similarities, Arithmetic, vocabulary, comprehension, and digit span / optional) a performance IQ (picture completion, coding, picture arrangement, block design and object assembly), and a full-scale IQ score.\(^{19}\)

The Wechsler tests have useful diagnostic capabilities that enable a skilled examiner to evaluate such personality characteristics as defense general mode of handling life’s situations. Thus, a Wechsler tests give a three-dimensional picture of the subject, and can often tell us not only that a given child lacks motivation, but also why.

B. Learning Achievement

1. Definition of Learning

Learning process firstly can be seen to Prophet Adam A.S. where Allah teaches him the names of things. It was described in the Qur'an that God has taught about the names of objects, nature and its properties, and Adam told to repeat the lesson in front of the Angels. events that happened on the prophet Adam confirmed in surah Al-Baqarah [33]: “O Adam, tell them the names of these objects….”

And the first revelation that sent by Allah to our prophet Muhammad SAW also about learning that is Al-Alaq 1-5: “read with the name of your Lord who created, He created man from a lump of blood. Read and thy Lord is Most Generous, who taught man by kalam.”

So, what does learning mean?

AS. Hornby’s explains that “Learning is gaining knowledge or skill by studying from experience, from being taught, etc. or becoming aware of something by hearing about it from somebody else or studying and repeating

\(^{19}\) Norman A. Sprinthall, et al., *Educational Psychology*… pp.467-468
something in order to be able to remember or gradually changing your attitudes about something so that you behave in different way."\(^{20}\)

In general “Learning is when you learn something.” “Learning is learning how to do something.” A more useful definition is as follows: Learning is any relatively permanent change in behavior brought about by experience or practice.\(^{21}\) This definition relevant with Chaplin’s explanation about learning in his book, Dictionary of Psychology, Chaplin limited learning by two formulations. First formulation: “…acquisition of any relatively permanent change in behavior as a result of behavior and experience.” The second formulation is “Process of acquiring responses as a result of special practice.”\(^{22}\) This means that Learning is not only process to acquire knowledge and skill but also behaviors, values or preferences that got by practice and experience. Skinner explains in his book Educational Psychology: The Teaching Learning process, he define that learning is a process of progressive behavior adaptation. Learning may involve changes not only in capability (the capacity to do something) but also in disposition (the inclination to perform).\(^{23}\)

Some psychologists have different definition about learning, as follow:

1. According to Hilgard: “Learning is the process by which an activity originated or is changes through training procedures (whether in laboratory or in the natural environment) is distinguished from change by factors not attributable to training.”

2. According to Harold Spears: “Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.”

3. According to James O. Whittaker: “Learning may define as a process by which behavior originates or is altered through training or experience.”\(^ {24}\)


Psychologists, explain our many experiences with a few basic learning processes. First type of learning called *Observational Learning*, in which organisms learn by watching what others do. A second type of learning is *Associative Learning*, in which a connection, or association is made between two events.\(^{25}\)

Some definitions above show that learning is related to the change of behavior. The term “change” in definition above, is not show that all of changes in meaning of learning. It so much individual change but not because of learning process. The change of learning if: (1) the change happen consciously; (2) the change in learning is continuously and functional; (3) the change in learning is positive and active; (4) the change in learning is not temporary; (5) the change in learning is purposed or directed; (6) the change is include all aspects of behavior.\(^{26}\)

Biggs in muhibbin Syah’s book, *Psikologi Belajar* defines learning in three formulations: quantitative formulation, institutional formulation and qualitative formulation:

1. Quantitative formulation: filling activities or the development of cognitive abilities with the facts as much as possible.
2. Institutional formulation: Learning is seen as a process of validation of student mastery of material they have learned.
3. Qualitative formulation: Learning is the process to meanings and comprehensions also the ways of interpret the world around students. Learning in this context focused on the successful of quality action for solve problems that faced by students.\(^{27}\)

From some definition about learning above, learning can be concluded generally as the process or step of individual behavior changes relatively

\(^{26}\) Drs. Tohirin, Ms. MPd, *Psikologi Pembelajaran Pendidikan Agama Islam: Berbasis Integrasi dan Kompetensi*, (Jakarta: PT. Raja Grafindo Persada, 2005), p.60
permanent as the result of experience and interaction with environment that involve cognitive process.

2. Definition of Learning Achievement

Webster's Dictionary defines Achievement as "something accomplished, esp by superior ability, special effort, great courage, etc.; a great or heroic deed."\(^{28}\) As the definition states, true achievement only arrives because of special effort or superior ability. Many of us do not have superior ability, but we all have the ability to give a special effort. A superior achievement requires pushing on in the face of negativity or setbacks, keeping the end in sight no matter what, until the achievement and you are one and the same. Great leaders speak of "seeing" the end in sight. This is due to their singular vision of their achievement and its attainment, and making a special effort to make it a reality.

Several experts give definition about achievement such as Stanley and Hopkins. Learning achievement is the extent to which a person has achieved something acquired certain information or mastered certain skills, usually as a result of specific instruction.\(^{29}\) Stanley and Hopkins explain the definition of achievement more detail, according this statement, achievement is certain skill that acquired by students in certain lesson, for example in English subject, the students are hoped able to master the skills in English such as listening, speaking, reading and writing.

Travers states that achievement is the result of what an individual has learned from some educational experiences. Additionally, De Cecco and Crawford state that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances. In addition to that, Yelon, Weinstein, and Weener expresse achievement as the successfulness of individual, while another source Smith and Hudgins say that achievement is to do one’s best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. Furthermore, Tinambunan defines achievement as the

\(^{28}\) http://ezinearticles.com/?Achievement-and-Superior-Achievement-Definition&id=2533606

\(^{29}\) M. Chatib Thoha, Teknik Evaluasi Pendidikan, (Jakarta: Raja Grafindo Persada, 1994), p.44
student’s grasp of some body of knowledge or proficiency in certain skills. Besides, Garrison, Kingston, and McDonald affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one’s ability or the extent of his/her knowledge in a specific content area.\textsuperscript{30}

Based on the opinions above it means that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

Or the other source explain that learning achievement is the change of the attitude in cognitive, affective and psychomotor after instructional process that the students have done in particular time and learning activities (pencapaian bentuk perubahan perilaku yang cendrung menetap dari ranah kogniti, afektif, dan psikomotoris dari proses belajar yang dilakukan dalam waktu tertentu yang sesuai dengan tujuan pengajaran).\textsuperscript{31}

Skinner states that achievement is important to determine the effectiveness of process of learning and development in order to plan wisely for the next steps of instruction, these appraisals should be made periodically during the learning period as at its completion.\textsuperscript{32}

In addition, to definition of learning achievement some experts express his idea, in Asep Jihad and Abdul Haris, as follow:

1. J.Romizowski says that learning achievement is outputs from an input process system.
2. Nana Sudjana says that learning achievement is one’s ability that he has after got learning experience.\textsuperscript{33}

Based on the concepts above, it can conclude that learning achievement is the result that students obtain after following in teaching learning process in

\textsuperscript{30} http://hmsofyanisnianspd.blogspot.com/2009/08/definition-of-achievement.html
\textsuperscript{31} Asep Jihad & Abdul Harris, \textit{Evaluasi Pembelajaran}, (Yogyakarta: Multi Pressindo, 2008), pp.14-15
\textsuperscript{32} Charles E.Skinner, \textit{Educational Psychology}, 4\textsuperscript{th} ed (New Delhi: Prentice Hall of India, 1993), p.676
\textsuperscript{33} Asep Jihad & Abdul Harris, \textit{Evaluasi Pembelajaran}…….p.14
particular period. Achievement can be categorized into three domains those are cognitive, affective and psychomotor. The successful of teaching learning process can be seen from the students’ learning achievement.

True achievement only arrives because of special effort or superior ability. A superior achievement requires pushing on in the face of negativity or setbacks, keeping the end in sight no matter what, until the achievement and you are one and the same. Great leaders speak of "seeing" the end in sight. This is due to their singular vision of their achievement and its attainment, and making a special effort to make it a reality.
CHAPTER III

RESEARCH METHODOLOGY

A. Purpose of The Research

The purpose of the study can be stated as follows:

a. To find out the IQ score of first year students of MAN 19 Jakarta.
b. To find out the students’ achievement scores in Learning English.
c. To find out whether there is a correlation between students’ IQ scores and their achievement in learning English or not.

B. Place and Time of The Research

This research was conducted at MAN 19 Jakarta, Jl. H. Jaelani III, North Petukangan, South Jakarta. The research was started on April 10th 2010 until June 4th 2010.
C. Population and Sample

The population of this research is the whole tenth grade students of MAN 19 Jakarta, the total is 96 students that divided into three classes, X.1, X.2 and X.2.

To determine the sample the writer uses *purposive cluster sampling* technique, so she just takes two classes that is X.1 consists of 31 students and X.2 consists of 33 students. So the total of this sample is 64 students.

D. Method of Research

The writer used quantitative method through *correlational study*. She analyzed the research by using *Pearson Correlation Product Moment* to know the result. For completing the data, the writer used two kinds of research; library research and field research.

In library research, the writer tries to observe and read some books in some libraries and saw some website to support this paper.

In field research, the writer collects the students’ English achievement data and their IQ score data. This research is using the correlation method.

There are two main variables in this research. Intelligence Quotient (IQ) of the students as *independent variable (variable X)* and students’ achievement in English as *dependent variable (variable Y)*.

E. Instrument of the Research

The writer conducted the field research by getting the IQ score from school’s data and students’ English score from English test.

The students’ IQ score was taken from the result IQ test held by Yayasan Consultasi & Bimbingan Psikologi (YACOBI). There are seven psychology aspects in this intelligence test, they are: “pemahaman ruang, daya abstraksi, kemampuan bahasa, kemampuan dasar ilmu pasti, pengertian praktis dan ilmu logika, potensi verbal / kapasitas belajar, kwalitas & ketelitian.”

And to get the data of students’ reading achievement, the writer makes English test for the students which consist of fifty questions in multiple choices.
F. Technique of Data Analysis

The writer used a survey method through correlation technique. She analyzed the research by using *Product Moment Correlation* to know the result.

*Product Moment Correlation* is one of technique that usually used to find out the significance of the correlation between two variables. This technique was published by Karl Pearson, therefore it often called by *Pearson Correlation Technique*. It is called by *Product Moment Correlation* because it is usually used to correlate one variable to another variable based on its correlation coefficient value.¹

The last step of this research methodology is analyzing the data. This analysis is to see and to find out whether there is significance correlation between students’ Intelligence Quotient (IQ) score and their achievement in learning English. And to find out the result of this research, the writer analyzed the data by using Pearson’s Product Moment Correlation, as follow:

\[
\rho = \frac{\sum x \cdot y - (\sum x)(\sum y)}{(N \cdot \sum x - (\sum x))(N \cdot \sum y - (\sum y))}
\]

Note:

- \(r_{xy}\): Correlation coefficient between IQ score and English Score
- \(N\): Number of respondents
- \(X\): Distribution of students’ IQ score
- \(Y\): Distribution of Students’ English score
- \(\sum x\): Total score of students’ IQ distribution
- \(\sum y\): Total score of students’ English score distribution
- \(\sum xy\): Total number of Multiple between X score and Y score
  - : Guarded from X
  - : Guarded from Y

**Significant critical value** : 0.05 and 0.01

Criteria: If \(r > r_t\) means there is correlation and \(H_0\) is accepted, \(H_0\) is rejected.

If \(r < r_t\) means there is no correlation and \(H_0\) is rejected, \(H_0\) is accepted.

---

Ho : There is no correlation between students’ Intelligence score and students’ achievement in learning English.

Ha : There is correlation between students’ Intelligence score and students’ achievement in learning English.

**G. Technique of Data Collecting**

In collecting the data, the writer came to counseling teacher (BK) in MAN 19 to get the data of students’ IQ score. And then, to collect students’ English score, the writer asked permission of the English teacher to give the students English test.

**H. Hypothesis**

The hypothesis of this skripsi may be:

1. Null Hypothesis (Ho)
   
   “There is no significant correlation between students’ Intelligence score and students’ achievement in learning English.” Or

2. Alternative Hypothesis (Ha)

   “There is significant correlation between students’ Intelligence score and students’ achievement in learning English.”
A. Data Description

In this chapter, it will be discussed and explained about the score of Intelligence Quotient and the result of students’ English Achievement which have been collected. To find out whether there is significance correlation between Intelligence Quotient (IQ) and Students’ Achievement in Learning English or not.

The whole data is as follow:

1. Data of Students’ Intelligence Quotient

From the table, it can be seen the total score from 65 respondents is $6955$. The minimum score is 91, maximum score is 127, mean is 107, median is 106, mode is 105.

In this case, students’ IQ score is as independent variable (X). The IQ score of X.1 and X.2 students that held by YACOBI on February 6th 2010, as follows:
Table 4.1
The Score of X.2 and X.3 Students’ IQ

<table>
<thead>
<tr>
<th></th>
<th>X</th>
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<th>X</th>
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<tbody>
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<td>1.</td>
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<td>34.</td>
<td>127</td>
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<td>2.</td>
<td>116</td>
<td>35.</td>
<td>121</td>
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<td>3.</td>
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<td>36.</td>
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<td>4.</td>
<td>114</td>
<td>37.</td>
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<td>5.</td>
<td>113</td>
<td>38.</td>
<td>120</td>
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<td>6.</td>
<td>113</td>
<td>39.</td>
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<td>7.</td>
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<td>40.</td>
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<td>8.</td>
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<td>41.</td>
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<td>42.</td>
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<td>10.</td>
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<td>51.</td>
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<td>19.</td>
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<td>52.</td>
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<td>58.</td>
<td>101</td>
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<td>59.</td>
<td>100</td>
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<td>61.</td>
<td>99</td>
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<tr>
<td>29.</td>
<td>100</td>
<td>62.</td>
<td>98</td>
<td></td>
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</tr>
</tbody>
</table>
2. Data of Students’ Achievement

From the table, it can be seen the total score from 65 respondents is 3690. The minimum score is 40, maximum score is 70, mean is 56, median is 106, mode is 60.

In this case, students’ achievement is as dependent variable (Y). The writer took the students’ English score from the result of students’ final examination. The data is described on the following table:

<table>
<thead>
<tr>
<th>N</th>
<th>X</th>
<th>N</th>
<th>X</th>
</tr>
</thead>
<tbody>
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<td>95</td>
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<tr>
<td>33.</td>
<td>91</td>
<td>N. 65</td>
<td>∑ 6955</td>
</tr>
</tbody>
</table>

Table 4.2

The Score of X.2 and X.3 Students’ Achievement
3. The Correlation Between Intelligence Quotient and Students’ Achievement

After achieving the data of the IQ score as variable X and score of English learning achievement as variable Y, the next step is determine the calculation table, which is to be used as the calculation for the index score correlation of product moment.

In this case, both of the students’ IQ score and English score are correlated by using Pearson’s Product Moment formula. The data described on the following table:
Table 4.3
Coefficient Correlation Variable X and Variable Y

<table>
<thead>
<tr>
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<th>X.Y</th>
<th>X.Y</th>
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</table>
B. Data Analysis

After the calculation of whole data from variable X and variable Y, the next step is to insert the data from the table into the Pearson’s Product moment formula to find the correlation index as follows:

\[
\rho = \frac{\sum X \cdot \sum Y - (\sum X)(\sum Y)}{\sqrt{(N\cdot \sum X^2 - (\sum X)^2)(N\cdot \sum Y^2 - (\sum Y)^2)}}
\]

\[
= \frac{65.398406 - (6955)(3690)}{(65.748251 - (6955)) \cdot (65.213284 - (3690))}
\]

\[
= \frac{(65.398406 - (6955)(3690))}{(65.748251 - (6955)) \cdot (65.213284 - (3690))}
\]

\[
= \sqrt{\frac{65.398406 - (6955)(3690)}{(65.748251 - (6955)) \cdot (65.213284 - (3690))}}
\]

\[
= 0.909
\]

The last step is determining Degree of freedom (df)

\[df = N - nr = 65 - 2 = 63\]

\[df = 63\] (see table of “r” values of degree of significance 5% and 1%)

At the degree of significance 5% = 0.250
At the degree of significance 1% = 0.325

5% = ro : rt = 0.91 : 0.250
1% = ro : rt = 0.91 : 0.325
C. The Test of Hypothesis

To prove the result of hypothesis, the writer calculates the obtained data by using Pearson’s coefficient of correlation or “Product Moment” as follows:

1. Formulation the alternative hypothesis (Ha): there is a significant correlation between variable X and variable Y.
2. Formulation the null hypothesis (Ho): there is not a significant correlation between variable X and variable Y.

From the formulation above, the writer followed some assumptions as below:

1. If the result of calculation $r_o$ is lower than $r_t$ (r table) $r_o < r_t$, the null hypothesis (Ho) is accepted, and alternative hypothesis (Ha) is rejected.
2. If the result of calculation $r_o$ is bigger than $r_t$ (r table) $r_o > r_t$, the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted.

Based on the description of calculation above, the result of this research is $r_o$ is bigger than $r_t$ (r table) $r_o > r_t$, so the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted.

D. Data Interpretation

After the writer proceeded the formula, as it had been found out about the result of correlation, the next step is to give the interpretation of “r” score ($r_{xy}$).

1. From the data of students’ IQ score and their English score, it appeared that the correlation index between variable X and variable Y is 0.909. It means there is positive correlation between two variables. To give simple interpretation toward the correlation index “r” Product moment ($r_{xy}$) can be done by following table:
Table 4.4
Interpretation of Product Moment Score

<table>
<thead>
<tr>
<th>“r” Score of Product Moment (r_{xy})</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 – 0.20</td>
<td>There is no correlation (Very low)</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>There is low correlation (Low)</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>There is medium correlation (Enough)</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
<td>There is strong correlation (High)</td>
</tr>
<tr>
<td>0.90 – 1.00</td>
<td>There is very strong correlation (Very high)</td>
</tr>
</tbody>
</table>

Looking at the score $r_{xy} = 0.909$ that the score approximately between 0.90 – 1.00 is very strong correlation or high correlation or it means there is significant correlation between variable X and variable Y.

2. The writer used the interpretation with table of value “r” : $df = N – nr = 65 – 2 = 63$. Looking at the table of significance of 5% in $r_{table} = 0.250$, and 1% = 0.325 because $r_{xy}$ on the table of significance of 5% is bigger than $r_{table} (0.909 > 0.250)$, so on the table degree of significance of 5% the null hypothesis (H_o) is rejected but the alternative hypothesis (H_a) is accepted. So, it means on the degree of significance 5% there is a significant correlation between variable X and variable Y. Then, because on the degree of significance 1% $r_{xy}$ is bigger than $r_{table} (0.909 > 0.325)$ so on the degree of significance 1% the null hypothesis (H_o) is rejected but the alternative hypothesis (H_a) is accepted. So, it means on the degree of significance 5% there is a significant correlation between variable X and variable Y.

From the calculation of estimation above, it concludes that there is very strong correlation between students’ Intelligence Quotient and their achievement in learning English, and hypothesis of the research is accepted. It means that between both variables have correlations.
E. Discussion

From the calculation above, it is obtained that the value of $r_o$ is 0.909. The degree of freedom (df) is 63. In this research, the degree of significance 5% is 0.250 and the degree of significance 1% is 0.325. So it means the hypothesis $r_o$ is bigger than $r_t$ ($0.909 > 0.250 < 0.325$).

The result of hypothesis is: alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. From the description above, it can conclude that there is significance correlation between students’ Intelligence Quotient and their achievement in learning English. It means that the student who has high IQ score will get high score in English. Although not all of them get good score but the average of them will get good score.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis, the writer concludes that the null hypothesis (H₀) is rejected and the alternative hypothesis (Hₐ) is accepted. It can be seen from the result of r₀ is 0.90 with the degree of freedom (df) is 63. The result of r₁ on the table of the degree of significance 5% = 0.250 and in 1% = 0.325. So r₀ > r₁ (0.250 < 0.90 > 0.325). The result means that students’ IQ score is positively correlated with the students’ achievement in learning English.

So, the writer infers that this “skripsi” answered the research question is “Is there any significant correlation between Intelligence Quotient (IQ) and students’ achievement in learning English?”. And the answer is there is strong correlation between Intelligence Quotient (IQ) and students’ achievement in learning English.

B. Suggestion

Based on conclusion above, the writer gives the following suggestion:

1. IQ test is really necessary, because from the result teacher will know the general ability of a child and can decide what a proper treatment that should be given to him. So, every school should have IQ test.
2. The IQ score is not permanent or it can be changed. It can be lower than before or it can be higher than before, because IQ is supported by some factors (external factors) beside genetic factor (internal factor), so although the result of this research in MAN 19 Jakarta there is strong correlation between IQ and students’ achievement in learning English, the teachers, parents and the students have still to do activities that can improve students’ IQ score like play game, sport, read more, eat nutritious food, etc.
Bibliography


http://www.audiblox.com/iq_scores.htm

http://www.audiblox.com/iq_scores.htm

http://psychology.about.com/od/psychologicaltesting/a/int-history.htm

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Read the questions carefully, and choose the best answer!

1. Hanif : “Hello Amanda. ………”
   Amanda : “Hi, Rudi. I’m Amanda.”
   Rudy : “Hi, Amanda, nice to see you.”
   a. This is Amanda
   b. Nice to meet you Rudi
   c. This is Rudi
   d. How do you do?
   e. What is your name

2. Eka : “Hi Lia, nice to see you.”
   Lia : “…..”
   a. Nice to meet you
   b. Hi, my name is Lia
   c. How do you do?
   d. How are you?
   e. Fine thanks

3. Mr.Jack : “I’d like to introduce our new consultant, Mr.Hugo – Hugo Marchant.
   Mr.Jhon : “How do you do? I am Jhon, Jhon Dalton.”
   Mr.Hugo : “…..”
   a. Hi, my name is
   b. Fine, thanks
   c. How are you?
   d. How do you do?
   e. Allow me to introduce myself

4. Hanif : “…..”
   Lia : “I’m Lia, what’s yours?”
   a. Hi, my name is Hanif
   b. What is your name?
   c. I’d like to introduce myself
   d. How are you?
   e. What do you do?

5. Ricky : “Hi, how are you Leni?”
   Leni : “….., and you?”
   a. Hi, my name is Leni
   b. Hi
   c. Ok
   d. Nice to meet you
   e. Fine
6. Nadya : “Would you come to my house to have dinner with my family?”
   Jason : “I’d love to, but I have to finish my school assignment.”
   The underlined expression describes…
   a. Making an invitation
   b. Receiving an invitation
   c. Declining an invitation
   d. Showing unlikeness
   e. Making an offer

7. Nadya : “what about having a drink in that cafeteria now?”
   Jason : “I’d be delight to. Let’s go.”
   The underlined expression describes…
   a. Making an invitation
   b. Receiving an invitation
   c. Declining an invitation
   d. Showing a surprise
   e. Rejecting an invitation

8. Lia : “Would you like to accompany me to go to the library?”
   Sarah : “sure, why not.”
   The underlined expression describes…
   a. Making an invitation
   b. Receiving an invitation
   c. Declining an invitation
   d. Showing a surprise
   e. Making a surprise

9. “When did you leave for school yesterday?”
   “When my parents … a breakfast.”
   a. Was having
   b. Were having
   c. Had had
   d. Have had
   e. Have

10. The accident… when we were walking across the street.
    a. Happens
    b. Had happened
    c. Was happening
    d. Happening
    e. Happened

11. Lia … on the grass when suddenly a ball hit her head.
    a. Sits
    b. Was sitting
    c. Sitting
    d. Had sit
    e. Sit
12. “Neneng didn’t say a word to me this morning”
   “… ?”
   a. Have you done something wrong
   b. Do you do something wrong
   c. Can you do something wrong
   d. Are you do something wrong
   e. Did you do something wrong

13. Mother : “Ssst, be quite please! Your brother is studying … for his exam.”
   Rita : “Yes, mom.”
   a. Hard
   b. Hardly
   c. Harder
   d. Hardest
   e. Hardfull

14. You have to be … when driving in the rush hours.
   a. Careful
   b. Carefully
   c. Care
   d. More careful
   e. Most careful

15. Jim didn’t do as … in his examination as he had hoped.
   a. Good
   b. Well
   c. Better
   d. The best
   e. Most good

Question number 16 and 17

ANNOUNCEMENT
TRIP TO ANYER BEACH

Date : October 4, 2009
Departure Time : 06.00 am
Programs : Swimming, playing games, watching the boat festival, having lunch
Fee : Rp. 100.000
Contact person : Tino (X-1), Shasa (X-1)

For all students of grade X, please join us! Go for it!

Chair Person, Anne.
16. What does the announcement about?
   a. Going swimming in the beach
   b. School trip to Anyer beach
   c. Playing beach games
   d. Watching the boat festival
   e. Having lunch

17. According the text, the school trip is for….
   a. All students
   b. Tino and Shasa
   c. Anne
   d. Grade X students
   e. Tino, Shasa and Anne

**Question number 18 and 19**

SECRETARY FOR DIRECTOR NEEDED

Applicants must have:
- Maximum age of 28
- Secretarial background from reputable university
- Good literate in English
- High motivation
- Good performance

Apply with CV to: Personnel Manager (PO BOX 36 JKT 12670).

18. What position is offered in the advertisement?
   a. Director
   b. Lecturer
   c. Secretary
   d. Motivator
   e. Personnel Manager

19. According to the text, the requirements for secretary are following below, EXCEPT…
   a. Mastering English
   b. Good performance
   c. Have to 28 years old
   d. From reputable university
   e. High motivation
Question number 21 and 22

Dear Ovie,
Let’s have dinner with me at Starbucks Café tonight.
I’ll pick you up at about 7 pm

Yours,
Rio

20. What is the text about?
   a. Dinner invitation
   b. Wedding invitation
   c. Birthday invitation
   d. Halloween party invitation
   e. Farewell party invitation

21. “let’s have dinner with me…” (Line 2)
   The underline word refers to…
   a. Ovie
   b. Dinner
   c. Rio
   d. Café
   e. You

22. Every day, we… to the school, except on Sundays.
   a. Were going
   b. Are gone
   c. Have gone
   d. Went
   e. go

The text below is for questions number 22 to 25

Too Late

The plane was late and detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds. When the plane arrived, some of the detectives were waiting at the airport. Two men took the parcel off the plane and carried it into the Customs House. While two detectives were keeping guard at the door, two others opened the parcel. To their surprise, the precious parcel was full of stones and sands!

23. The main idea of the passage about is about…
   a. The late plane
   b. The precious parcel from South Africa
   c. The thieves
   d. The detectives story
   e. The Custom House
24. Who were waiting at the airport all morning?  
   a. The detectives  
   b. Someone  
   c. The writer  
   d. The police  
   e. The thieves  

25. “They were expecting a valuable parcel of diamonds…” (line 1)  
The word valuable is similar to…  
   a. Big  
   b. Expensive  
   c. Cheap  
   d. Precious  
   e. Worthless  

26. When the telephone …, I was taking a shower.  
   a. Were ringing  
   b. Rang  
   c. Was rung  
   d. Is ringing  
   e. Rings  

The following text is for questions number 27 to 29  

The Legend of Minos, King of Crete  

Once upon a time there lived a very famous king. He had a monster which was half bull and half man. He ordered Daedalus, a craftsman from Athens, to build a labyrinth in order to house the monster. When Daedolus finished his work, he wanted to leave Crete. But the king would not let him go.  
Daedalus escaped through the air by using wings fixed to his body with wax. He also made wings for his son, Icarus and made him fly behind himself. But the son was so glad and excited that he soon went too high. As he flew nearer to the Sun, it got warmer and warmer until at last the wax melted and his body fell down into the sea near Troy. The sea is now called the Icarian Sea.  

27. What is Daedalus to Icarus?  
   a. His step-son  
   b. His king  
   c. His father  
   d. His son  
   e. His step-father  

28. “But the son was so glad and excited…..” (line 7)  
The antonym of the underlined word is…  
   a. Happy  
   b. Pleasant  
   c. Strong  
   d. Weak  
   e. sad
29. The communicative purpose of the text is … the reader.
   a. To entertain
   b. To tell a past event to
   c. To inform
   d. To inform to announce
   e. To advertise to

30. Anita did the English test by…
   a. Himself
   b. Myself
   c. Yourself
   d. Itsel
   e. Herself

31. My uncle is a farmer … lives in a suburb
   a. He
   b. I
   c. They
   d. She
   e. We

32. Rearrange these jumbled words into a correct order!
   Is – famous – singer – a – Ridho Rhoma – dangdut
   1       2              3        4            5                     6
   a. 5 – 1 – 4 – 3 – 6 – 2
   b. 4 – 3 – 6 – 2 – 1 – 5
   c. 1 – 5 – 4 – 6 – 3 – 2
   d. 5 – 1 – 4 – 2 – 6 – 3
   e. 2 – 6 – 3 – 1 – 4 – 5

The following text is for questions number 33 to 35
Ladies and Gentlemen,
International regulation required us to demonstrate the use of the life jacket because part of our flights is over water. In case of emergency, take out the life jacket, located under your seat. Pull the jacket over your head, and then fasten the jacket with the tapes around your waist. Do not inflate the jacket until you have left the aircraft. The jacket is automatically inflated by pulling beep sign or necessary blows this tube. A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency. The use of TV, AM and FM radios and radio cassette recorder, walkman and any mobile phones are prohibited on board as they interfere the communications and navigational system. We wish you enjoyable flight.

(Look Ahead)
33. You may find those statements when you are going…
   a. By bus
   b. By train
   c. By plane
   d. By ship
   e. By bike

34. What are prohibited on flights?
   a. The use of TV, radio, and walkman
   b. The use of TV, radio, tape recorder, walkman and HP
   c. The use of TV, tape recorder and HP
   d. The use of any mobile phones
   e. The use of AM and FM radios and radio cassette recorder

35. International regulation required on flights?
   a. Ordered
   b. Asked
   c. Helped
   d. Forbade
   e. Obligated

The following text is for questions number 36 to 39

I have just moved to a house in Bridge Street. Yesterday, a beggar knocked at my door. He asked me for a meal and a glass of beer. In return for this, the beggar stood on his head and sang songs. I gave him a meal. He ate the food and drank the beer. Then he put a piece of cheese in his pocket and went away. Later, a neighbor told me about him. Everybody knows him. His name is Percy Buttons. He calls at every house in the street once a month and always asks for a meal a glass of beer.

36. What do you think the best title of the text?
   a. A Beggar
   b. A House in Bridge Street
   c. My Neighbor
   d. Percy Buttons
   e. My New House

37. “I gave him a meal.” (line 3)
The word ‘I’ refers to…
   a. The beggar
   b. Percy Buttons
   c. The neighbor
   d. The reader
   e. The writer
38. What does Percy Buttons ask for at every house in Bridge Street once a month?
   a. A glass of beer
   b. A meal and a glass of beer
   c. A meal
   d. A piece of cheese
   e. A glass of beer and a peace of cheese

39. Which statement is TRUE according to the text?
   a. Percy Buttons is a crazy man
   b. The writer has known Percy Buttons before
   c. Percy Buttons lives in Bridge Street
   d. The writer has just moved to the house in Bridge Street.
   e. The beggar doesn’t like cheese burger

The following text is for questions number 40 to 43

The Fly and the Bull

There was once a little who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the bull’s head. The bull did not bother him. He went on chewing grass.

The fly then buzzed right inside the bull’s ear. The bull continued chewing grass. The fly thought, “What a stupid animal!”

Now, the fly decided to land on the bull’s horns to make the bull notice him. He waited for the bull to say something but the bull kept quite.

The fly then shouted angrily, “Oh, bull, if you find that I am too heavy for you, let me know and I’ll fly away!”

The bull laughed and said, “little fly, I don’t care if you stay or leave. You are so tiny and that your weight does not make any difference to me, so please be quite and leave me alone.”

40. The passage tells us about...
   a. A friendship between the fly and the bull
   b. The fly’s good attitude
   c. The stupid animal named the bull
   d. The bull who was grazing in the field
   e. The fly who taught he was very important

41. What was the bull doing in the field?
   a. He was eating grass
   b. He was sleeping
   c. He was waiting for his friend
   d. He was looking around the field
   e. He was going on picnic
42. Why did the fly decide to land on the bull’s horns?
   a. To make the bull give him some grass
   b. To make the bull angry with him
   c. To make the bull hate him
   d. To make the bull notice him
   e. To make the bull love him

43. How did the bull feel to the fly’s attitude?
   a. He was annoyed
   b. He was unhappy
   c. He was undisturbed
   d. He was so angry
   e. He was very sorry

44. Luna Maya is… actress
   a. Strong
   b. Poor
   c. Handsome
   d. Short
   e. Beautiful

The following text is for questions number 45 to 48

To make a Cheese Omelet, you should prepare ingredients such as one egg, 50 grams of cheese, *uhm*… 1/4 cups of milk, three tablespoons of cooking oil, *uhm*… what else…? Oh, yeah, a pinch of salt and don’t forget some paper.

Now, to make a Cheese Omelet, you will need some kitchen utensils like a frying pan, a fork, a whisk, a spatula, *uhm*… a cheese grater… and a bowl and of course… of plate. Okay? Are you following me? Right! Let me tell you how to make it. First, crack an egg into a bowl like this. Then whisk the egg with a fork until it is smooth. After that, add some milk and whisk well. Grate the cheese into the bowl and stir. Next, heat the oil in frying pan, and pour the mixture into the frying pan. Then, turn the omelet with a spatula when it browns. See, like this. Okay, next cook both sides. After the omelet is done, place it on a plate, don’t forget to season it with salt and paper and you can eat it while warm. It’s easy, isn’t it?

45. What is the topic of the text?
   a. How to eat cheese omelet
   b. How to make cheese omelet
   c. How to produce some cheese
   d. How to enjoy cheese omelet
   e. How to fry some eggs
46. “Then, turn the omelet with a spatula when it browns.” (line 9)
   The word `it` refers to…
   a. The omelet
   b. The spatula
   c. The mixture
   d. The frying pan
   e. The egg

47. Don`t forget to season the omelet with…and you can eat it while warm.
   a. Cooking oil
   b. Egg
   c. Cheese
   d. Salt and paper
   e. Milk

48. In which paragraph are the steps how to make cheese omelet written?
   a. Paragraph 1
   b. Paragraph 2
   c. Paragraph 3
   d. Paragraph 4
   e. Paragraph 5

49. The movie…we saw last night wasn`t very good.
   a. Where
   b. Which
   c. Whom
   d. When
   e. Who

50. While I … in my room, I heard someone knocking at the door.
   a. Read
   b. Am reading
   c. Have been reading
   d. Was reading
   e. Had read

.... Thank You....
**ANSWER KEY**

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