



## **THE CORRELATION BETWEEN STUDENTS' LINGUISTIC INTELLIGENCE AND READING COMPREHENSION**

**Aulia Nugraheni**

State Islamic University of Sultan Syarif Kasim Riau, Indonesia  
*aulianugraheni5@gmail.com*

**Nuardi**

State Islamic University of Sultan Syarif Kasim Riau, Indonesia  
*nuardi@uin-suska.ac.id*

### **ABSTRACT**

This research aimed at determining the correlation between students' linguistic intelligence and reading comprehension. There were two variables used in this research. The first was linguistic intelligence and the second was reading comprehension. The subject of this research was the eighth grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency whereas the object of this research was the correlation between students' linguistic intelligence and reading comprehension. The population of this research was 55 students. To choose the sample, the researcher used total sampling technique. In collecting the data, the researcher used questionnaire for students' linguistic intelligence and test for reading comprehension. From the data analysis which had been done by using SPSS 16 version, it could be shown that the sig. (2-tailed) value was 0.000, smaller than the significant alpha 0.05 ( $\text{sig.}t < 0.05$ ). It means that null hypothesis ( $H_0$ ) was rejected while the alternative hypothesis ( $H_a$ ) was accepted. The value of correlation coefficient ( $r$ ) was 0.676. In conclusion, there was a significant positive correlation between students' linguistic intelligence and reading comprehension. The researcher also found that 46% of linguistic intelligence can influence reading comprehension.

Keywords: Correlation, Linguistic Intelligence, Reading Comprehension.

### **INTRODUCTION**

Each person has an individual intelligence profile, consisting of different capacities that are related to all the nine intelligences. These intelligences constitute how individuals process information. In addition, Multiple Intelligence theory supports the idea of existence of a number of intelligences that result in a unique cognitive profile for each person.

Gardner (1999) has introduced the revolutionary theory of Multiple Intelligences which states that there are other types of intelligences in addition to the linguistic intelligence such as mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, naturalistic intelligence, existential intelligence and intrapersonal intelligence. He defines intelligence as a person's

biopsychological potential by virtue of their species membership. And he defines linguistic intelligence as the ability to use language as a means to understand the order and the meaning of words.

Based on the nine intelligences discussed earlier, the most suitable intelligence for the human language is linguistic intelligence. According to Baum, Viens, and Slatin (2005), linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people.

Haboush (2010) explained that the majority of people think that reading depends only on the linguistic skills and individual possesses. Reading is a psycholinguistic process and it starts with a linguistic surface representation encoded by a writer and ends with a meaning which the reader constructs. Moreover, people with high linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, discussion, and debate.

According to Armstrong (2003), linguistic intelligence has been assumed to be the most important domain of intelligence contributing to reading comprehension performance because it deals with the ability to manipulate different components of language including syntax, phonology, and the semantics or meaning of language. Furthermore, according to Varghese (2013), people with linguistic intelligence love and are talented with words. They enjoy reading, writing and learning languages.

Based on Gardner's statement (1983), children with linguistic

intelligence excel at reading, writing, telling stories, and doing crossword or other word puzzles. Armstrong (2009) stated that a person who has linguistic intelligence with the high ability, they think through the words. They also love reading, writing, telling stories, playing word games.

According to Danny and Timothy (2008), reading refers to the ability to comprehend or make meaning from a written text, whereas comprehension is the ability to know or grasp the ideas with the mind. In addition, according to Reading Study Group (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In conclusion, reading comprehension is the level of understanding of a written language that involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Islamic Junior High School Darul Qur'an Tarai Bangun is a formal school, it has done English teaching and learning to the students, especially for reading skill. Similar to other schools in Indonesia, this school used school-based curriculum as guidance in teaching and learning process. In this school, at the second semester of the eight grade, English is taught 1 meeting x 40 minutes in a week. The standard competence stated in the syllabus is the students are able to comprehend the meaning of the short functional texts and essay such as narrative, report, descriptive, and procedure text on daily life context and access the knowledge. In this research, the researcher focuses on narrative text.

Based on the syllabus and school-based curriculum, the passing grade is 78 and categorized into good level, it means the students understand well

about the social function and generic structure; identify well the topic, reference, information, and language features of the text; answer well the questions.

School-Based Curriculum (KTSP) also support to develop students' linguistic intelligence. In the syllabus for junior high school, in teaching and learning activity, they do the activities that related to characteristic of linguistic intelligence, especially for reading narrative text activities, the teacher will ask the students about the story that they like, and telling the story briefly, after that, the teacher will explain about narrative text, such as about the orientation, complication and resolution of the text, also using past tense. After that, they will do some activities, such as asking and answering based on the popular story to develop their vocabulary, listening the teacher that read narrative text, read aloud the narrative text.

Children with linguistic intelligence are recognisable. In secondary school, they will not complain about writing an essay or read the passage. Their traits are high sensitivity to all aspects of language; like to read, write, talk and listen, often speak of what they have read, like word games, puzzles, cherish their book collection, good memory for general knowledge, easily remember quotes and famous sayings, can describe abstract concepts well, can communicate their viewpoints in a clear, and refined manner, and have a good ability to reason and interpret the others, like to acquire new words and new language, and appreciate grammar and meaning. In order to measure students' linguistic intelligence, the researcher used questionnaire to ask their agreement and disagreement of characteristic of linguistic intelligence.

Based on preliminary study at Islamic Junior High School Darul Qur'an Tarai Bangun, the teacher said that the students had some problems, firstly, some of the students got difficulties to find the main idea, and to obtain specific information from the text, but few of the students could answer the question about the text correctly. Secondly, some of the students understood the question about the text well, but they had different perception in answering the question. Thirdly, some of the students were interested in reading activity but few of the students felt bored and disturbed their friends. And the last, when answering the question, some of the students only searched the similar word of the text as the correct answer, while few of the students pretended to cheat her/his friend's answer.

## **RESEARCH QUESTIONS AND HYPOTHESES**

This researcher was an attempt to find out the correlation between students' linguistic intelligence and reading comprehension. The research questions of this research were:

- a. How is the students' linguistic intelligence at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency?
- b. How is the students' reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency?
- c. Is there any significant correlation between students' linguistic intelligence and reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency?

To answer these questions, a quantitative study was adopted. The

data were collected through questionnaire and test. And the hypothesis for this study can be formulated as follows:

**H<sub>0</sub>:** There is no significant correlation between students' linguistic intelligence and their reading comprehension of narrative text at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.

**H<sub>a</sub>:** There is a significant correlation between students' linguistic intelligence and their reading comprehension of narrative text at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.

## LITERATURE REVIEW

Reading is one of the language skills that has an important function in educational English teaching and should be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get the meaning of the text. While comprehension in reading is the central focus of teaching. According to Westwood (2001), comprehension requires that the reader maintains the meaning throughout the reading of the text. According to Butler (2002), reading comprehension is defined as students' ability to demonstrate an overall understanding of the text, providing inferential as well as literal information, drawing conclusions, and making connections to their own experience.

According to Clymer in Danny and Timothy (2008), there are three levels of comprehension. The three levels of comprehension are important and needed to be fostered. They are literal comprehension, inferential

comprehension, and critical comprehension.

The first is literal comprehension that is also known as the primary step in reading comprehension. This level is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in the text.

The next level is inferential comprehension. This comprehension involves using reasoning-drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension.

The last is critical comprehension that requires readers to make judgements about what they read based on an evaluation of several text-grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

There are five factors which affect the comprehension skill, they are intelligence, experience, mechanics of reading, interest and interest span, and the last is skill of comprehending.

The first factor that influences students' reading comprehension is intelligence. Students have different intelligence, so it will be possible for them to produce different comprehension. The number of ideas that they understand and depth of their understanding will be largely dependent upon his general capacity to learn.

The second is student's experience, it means that students with limited experience may have difficulty

in comprehending many ideas and activities with which other students are familiar before they come to school. And the next factor is mechanics of reading. Comprehension will be easier for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehension skills.

Then, interest and interest span also influence students' reading comprehension. The interest span is related to personality factors; a disturbed student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when required for comprehending reading passage. Another obvious factor, which influences the depth and amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

As the writer has limited in this research that only uses narrative text in reading comprehension. Narrative text is defined as the representation of at least one event, one change in a state of affairs. Narration usually tells about a fiction story and written in chronological sequence.

The narrative text consists of three organizations. The first is called orientation that introduces the subject, place and time of the story. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when, and so on.

The second is called complication. The complication is the heart structure of the narrative text. It will determine

whether the text "lives" or not. If the narrative text considers as the "live" text, it will intrude to the emotion of the reader. In literary term, the complication structure is called conflict. The complication is divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical world. Social conflict is the struggle of man against his society and internal. Psychological conflict is a conflict which happens inside the participant.

The last is resolution stage where the problem has to be solved and text normally finishes a resolution to the problems. Simply, this stage is the end of the narrative text. In reading narrative text, the students are called comprehend if they can find the main idea, characters, setting, events, time signal, and functional information or moral value from the text

In assessing reading, Brown (2003) categorizes reading assessment in several types, such as: multiple-choice, matching task, short-answer, editing (longest texts), gap-filling task, and others. By far the most popular method of testing reading knowledge is the multiple-choice format, mainly for reasons of practicality; it is easy to administer and can be scored quickly. To assess reading comprehension, the set of questions consists of main idea, inference, idioms/ expressions, phrases in context, grammatical features, excluding facts not written, supporting ideas, detail, and vocabulary in context.

In this research, to assess students' reading comprehension accurately is not easy. There are many techniques that can assess the students' comprehension, and the writer uses multiple choices. This technique was designed by using four choices and the

respondent chose one, it was based on the question.

Students' linguistic intelligence influences their attitude in reading learning process. This positive attitude will affect the students to increase their learning especially in reading.

Gardner (1999) defines intelligence as a person's biopsychological potential by virtue of their species membership, but domain is viewed as a socially constructed human endeavor. Gardner has introduced the revolutionary theory of Multiple Intelligences which states that there are other types of intelligences in addition to the linguistic intelligence such as:

- a. *Mathematical intelligence* involves the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
- b. *Spatial intelligence* features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas.
- c. *Bodily-kinesthetic intelligence* entails the potential of using one's whole body or parts of the body to solve problems or fashion products.
- d. *Musical intelligence* entails skill in the performance, composition, and appreciation of musical patterns.
- e. *Interpersonal intelligence* denotes a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others.
- f. *Intrapersonal intelligence* involves the capacity to understand oneself, to have an effective working model of

oneself including one's own desires, fears, and capacities, and to use such information effectively in regulating one's own life.

Based on the intelligences discussed earlier, the most suitable intelligence for the human language is linguistic intelligence. According to Baum, Viens, and Slatin (2005), linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people.

Armstrong (2003) defines linguistic intelligence as the understanding of the phonology, syntax, and semantics of language, and its pragmatic uses to convince others of a course of action, help one to remember information, explain or communicate knowledge, or reflect upon language itself.

Armstrong (2009) stated that a person who has linguistic intelligence with the high ability, might gravitate toward books and they think through the words.

Haboush (2010) explained that the majority of people think that reading depends only on the linguistic skills and individual possesses. Reading is a psycholinguistic process and it starts with a linguistic surface representation encoded by a writer and ends with a meaning which the reader constructs.

Linguistic Intelligence refers to the ability to use words and language. The people with linguistic intelligence usually think in words rather than pictures. Their skills include: listening, speaking, writing, storytelling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, and analyzing language usage.

Children with linguistic intelligence are recognisable. First of all they usually love to talk, but they also love to read and write. Once in Secondary school, they will not complain about writing an essay. The traits are high sensitivity to all aspects of language; like to read, write, talk and listen, often speak of what they have read, like word games, puzzles, poems, cherish their book collection, good memory for general knowledge, easily remember quotes and famous sayings, can describe abstract concepts well, can communicate their viewpoints in a clear, beautiful, and refined manner, and have a good ability to reason and interpret the others.

According to Armstrong (2009), linguistic intelligence has four basic aspects. The first is phonology, that is the study of how sounds are organised and used in natural languages. The phonological system of language includes an inventory of sounds and their features, as well as, rules which specify how sounds interact with each other. Phonology, the sounds of words, dictates that they can rhyme with each other ("cat" and "hat") and have different spellings yet share the same pronunciation ("through" and "threw").

The second is syntax that is the study of the rules whereby words and other elements of sentence structure are combined to form grammatical sentence. It governs the systematic order, structure, and arrangement of words in sentences. Then, semantics is concerned with the meaning of words and their connotations.

And the third is semantics, it defines as the study about the meaning of linguistic expressions. Frequently, words have to be chosen with care because small differences in construction can really alter meanings to the ones originally intended; think of

the subtleties between "simple" and "simplistic". The adjective "simple" means plain, ordinary, uncomplicated. The adjective "simplistic" means overly simplified and characterised by extreme and often misleading simplicity.

And the last aspect of linguistic intelligence is pragmatics. Pragmatics is the ability to interpret intended meaning and is a way of investigating how sense can be made of certain texts even when the text seems to be either incomplete or to have a different meaning to what is really intended. You also need to consider facial expression, body language, tone, inflection, and sophisticated language devices like idioms ("change of heart") when interpreting what someone is actually saying.

According to Gardner's theory (1999), every student is unique and has his/her own style of understanding and comprehending. It is easy to identify them by the characteristics of linguistic intelligence. The characteristics are ideation, functional literacy, self regulation, oral and written expression, and adaptation.

The first characteristic is ideation, that is think and remember through internal language, example: sensitive with rhymes, sounds, and intonation of the words, good memory for general knowledge. While functional lireacy means understand the rules and functions of language, example: appreciate grammar and meaning. And the next is self-regulation. They usually enjoy possessing words, enjoy word games, jokes, riddles, self reflective, and understand philosophy and abstract reasoning.

Then, oral and written expression explain and express one's self verbally and in writing, example: enjoy talking and asking questions, love to listen, love to write and read, and good with

spelling. And the last, adaptation means apply rules of language to new and different contexts, example: like to acquire new words and new language.

## **THE RELEVANT RESEARCH**

There are some previous researches conducted by other researchers in which they are focused on, information the designs, finding and conclusion of the previous research.

The first is a research from Hanna Hayu Permatasari (2013). In her research entitled "The Correlation Between Linguistic Intelligence And Reading Ability of the first grade students of SMA Islam Yakin Tuter Pasuruan", this research was a quantitative study aimed at knowing whether there was correlation between students' linguistic intelligence and their reading ability at the first grade of SMA Islam Yakin Tuter Pasuruan. The researcher just took one class randomly as sample (cluster random sampling). The data of this study were obtained by distributing questionnaire set and the reading test. Then, they were analyzed by using Pearson Product Moment Formula. In this study, the researcher calculated the score between two variables and found that the value of computed  $r$  was 0.822. Otherwise, the value of  $r$  at the table with 35 as the degree of freedom ( $df$ ) =  $N-2$  was 0.325 at 0.05 level of significance, so the alternative hypothesis was accepted. It could be concluded that there was positive correlation between linguistic intelligence and reading ability.

And the second is a research from M. Rahimi, F. Sadighi, and Z. Hosseiny Fard (2011). In their research entitled "The Impact of Linguistic And Emotional Intelligence on The Reading Performance of Iranian EFL Learners", this study examined the impact of

linguistic intelligence and emotional intelligence on the reading comprehension ability of the Iranian EFL learners. Data were gathered through two questionnaires and a reading test and analyzed through two-way ANOVA and Multiple Regression. The results revealed that the students with a high level of linguistic intelligence showed a higher reading ability than those with a lower level of linguistic intelligence. The results, however, showed no significant difference among the students with different degrees of emotional intelligence. Moreover, the results indicated that linguistic intelligence is a relatively strong predictor of reading performance, accounting for more than 40% of the variance observed in the students' performance on the reading comprehension test.

## **RESEARCH METHOD**

### **The Design of the Research**

This research was correlation research, as stated Cresswell (2012), a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. The researcher used questionnaire to measure the students' linguistic intelligence and test to measure reading comprehension.

### **Population and Sample**

The subject of the research was the eighth grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency which is 55 students.

The population of this research was all of eighth grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency. They contained 55 students and were



divided into 2 classes. Class VIII A consisted of 30 students and VIII B consisted of 25 students, so the number of population is 55 students.

To determine sample of the research, the researcher applied total sampling technique. According to Sugiyono (2011), if the population of the research is less than 100 persons, so it will be taken all and the research can be said as a research population.

### **Technique of Data Collection**

In order to find out the students' linguistic intelligence, the researcher used questionnaire. This questionnaire was a combination of McKenzie's (1999) MI inventory and questionnaire set from the book written by Paramitasari (2011). The questions in the questionnaire were presented in likert scales. According to Fraenkel (2009), likert scale is self-reporting instrument in which an individual respond to a series of statements by indicating the extent of agreement. Each choice :

- a. Strongly agree (5)
- b. Agree (4)
- c. Undecided (3)
- d. Disagree (2), and
- e. Strongly disagree (1)

Those choices is given a numerical value, and the total score is presumed to indicate the attitude or belief in question.

For students' reading comprehension the researcher used test in narrative text. To examine the students' ability in understanding narrative text, the researcher measured the students' reading comprehension by giving some narrative texts with comprehension questions in multiple choice items. The test consisted of 30 questions. It was suitable with the capability of the subject and the

syllabus for eighth grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.

After the students did the test, the researcher then took total score from the result of reading test. The classification of the students' score is as follows (Arikunto, 2010) :

Score	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

### **Procedure**

First, the writer did the validity and reliability test to the 32 items of linguistic intelligence questionnaire. Then, 29 valid and reliable items were obtained. The questionnaire was made based on the indicators of linguistic intelligence, as follows:

1. The students have a good communication skill.
2. The students have a good ability in constructing words.
3. The students like books and keep it as well.
4. The students have a good memory for information, name, facts, and quotes from experts.
5. The students like learning foreign language.
6. The students enjoy word games.
7. The students have a good vocabulary for his/her age.
8. The students are pleased in communicating either orally or in writing.

For reading comprehension test, the writer did the validity and reliability test to the 30 items of reading comprehension. Then, 25 valid and reliable items were obtained. The test was made based on the indicators of reading comprehension, as follows:

1. Students find main idea of the text.
2. Students identify the specific information of the text.
3. Students identify the characters from the text.
4. Students identify communicative purpose and moral value of the text.
5. Students identify generic structure of the text.

Second, the writer gave the linguistic intelligence questionnaire and the test of reading comprehension of narrative text to 55 students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency. They were given 45 minutes to answer the reading comprehension of narrative text. As for the questionnaire there was no time limit so that they have time to think about their responses.

After collecting the data, it was analyzed by SPSS 16.0 statistical program. First, the descriptive analysis of the two variables was analyzed, and then the correlation was analyzed by using Pearson Product Moment.

Finally, the writer interpreted the data and found out the contribution of linguistic intelligence towards students' reading comprehension of narrative text.

**Technique of Data Analysis**

The researcher used data which was analyzed by statistical method. This score analyzed statistically. To measure the correlation between two quantitative variables, several statistics can be used. According to Neil A. Weiss (2012), the statistic most commonly used is the linear correlation coefficient, *r*, which is also called the Pearson Product Moment Correlation Coefficient. In addition, according to Cresswell (2012), product-moment correlation coefficient is a

statistic that expresses a correlation statistic as a linear relationship. There is a significant correlation or there is no significant correlation between two or more variables that can be analyzed by using Pearson product moment correlation SPSS version 16, because both linguistic intelligence and reading comprehension are interval data (Sudijono, 2015).

The t-table was employed to see whether there is a correlation between students' linguistic intelligence and their reading comprehension of narrative text at the eighth grade of Islamic Junior High School Darul Quran Tarai Bangun Kampar Regency. The t-obtained value was consulted with the t-table at the degree of freedom (df) = N – 2. Statistically the hypotheses are:

$$H_0 : t_0 < t\text{-table}$$

$$H_a : t_0 > t\text{-table}$$

Furthermore, according to Arikunto (2010)  $H_0$  is accepted if the significance 2-tailed value is bigger than  $\alpha$  ( $\text{sig-t} > \alpha$ ). In this case,  $\alpha$  value is 0.05.

**RESULT**

The result of the research could be seen on the table below:

Linguistic Intelligence		
Mean	Std. Deviation	N
73.91	9.160	55

This table is used to know how students' linguistic intelligence. From the table above, standard deviation was 9.160, and N was 55. While the mean score of the students' linguistic intelligence was 73.91 and the majority of the students got score about 70-80. Based on the category table of linguistic

intelligence, it was categorized into good level.

Reading Comprehension		
Mean	Std. Deviation	N
65.16	15.901	55

From the table above, it can be seen that the standard deviation was 15.901, and N was 55. While the mean score of reading comprehension was 65.16 and the majority of the students got score about 60-70. Based on the category table, it was categorized into enough level.

		Linguistic Intelligence	Reading Comprehension
Linguistic Intelligence	Pearson Correlation	1	.676**
	Sig. (2-tailed)		.000
	N	55	55
Reading Comprehension	Pearson Correlation	.676**	1
	Sig. (2-tailed)	.000	
	N	55	55

From the table above, the variable of correlation coefficient of linguistic intelligence and reading comprehension was 0.676. The probability score or sig.t (2- tailed) was  $0.000 < 0.05$ . Based on the table above, it indicated that  $H_0$  was rejected and  $H_a$  was accepted.

The Analysis of R Square Linguistic Intelligence Toward Reading Comprehension

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676 <sup>a</sup>	.456	.446	6.816

a. Predictors: (Constant), Reading Comprehension

From the data in table above, it is clear that R square was 45.6 %. It

means that 45.6 % students' reading comprehension of eight grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency was influenced by their linguistic intelligence. Then, the other 54.4 % was influenced by the other factors.

## DISCUSSION

The students' linguistic intelligence at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency was 73.91 it's categorized into good level. While the students' reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency was 65.16 and it's categorized into enough level.

There was a significant correlation between students' linguistic intelligence and their reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency with the sig. value (2-tailed)  $0.000 < 0.05$ . It indicated that  $H_0$  was rejected and  $H_a$  was accepted. And 45.6% students' reading comprehension of eighth grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency was influenced by their linguistic intelligence. It means, if students' linguistic intelligence increased, their score of reading comprehension will be better than before.

## CONCLUSION AND SUGGESTION

Based on the research findings above, it was found that linguistic intelligence of the students does influence their reading comprehension. Therefore, the researcher believes that improving the students' linguistic intelligence will give a positive effect to the students' reading comprehension

and their English achievement in general.

And it seems very crucial for the researcher to give some suggestion related to the research finding to the English teacher, the students, and the future researcher in order that they are successful in teaching and learning English, especially for the reading as one of the English receptive skills, and by understanding the students' intelligence will be easy in learning English, especially in reading comprehension.

The first is the suggestion for the teacher. The teacher should determine students' intelligence and improve their intelligence. Especially for linguistic intelligence, the teacher can stimulate students' linguistic intelligence by using the appropriate learning method that is related to the words. Learning methods are very important in optimizing student intelligence. If the method use is good and right, students will be stimulated to optimize intelligence possessed, especially linguistic intelligence. In this case, the method has the ability as a stimulating tool that is able to evoke potential of students' intelligence. For that, it could be understood that the method is a motivational tool in teaching and learning activities. The teacher has an important role in teaching, which is expected to be more helpful in improving the students' reading comprehension. The teacher should give motivation and attention to encourage the students' interest in reading course as one of the language skills.

And the suggestion for the students, they have to practice more in various kinds of the text, not only narrative text, but also report text, descriptive text, procedure text, short functional text, and many others. In addition, do not be reluctant to read the

English books, even though it is hard to understand because it present in foreign language. It can increase the ability of comprehending the text, and increase students' vocabulary. The students also should improve and increase their linguistic intelligence by doing some activities that related to words, such as story telling, join debate or public speaking, write the journal, read fiction or nonfiction books, and playing word games.

And the last, the researcher suggests that future researchers must consider the better quality instrument that used in research, in order to make the result of the study better. Thus can contribute to the students, exactly in reading comprehension and the students know more about linguistic intelligence, and make students aware that linguistic intelligence is very important.

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