

**The Correlation Between Interpersonal and Intrapersonal  
Intelligence and The Reading Comprehension of The Eight Grade  
Students of SMP Negeri 13 Palembang**

**A Thesis**

**By**

**Tia Rizki Anggraini**

**Student Number: 06011381320036**

**English Education Study Program**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>COMMITTEE APPROVAL</b> .....	<b>iii</b>
<b>DECLARATION OF PLAGIARISM</b> .....	<b>iv</b>
<b>THESIS DEDICATIONS &amp; MOTTO</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF APPENDICES</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
1.1 Background .....	1
1.2 The Problems of the Study .....	4
1.3 The objectives of the study.....	5
1.4 Significance of the study.....	5
<b><u>CHAPTER II: LITERATURE REVIEW</u></b> .....	<b>6</b>
2.1 The Concept of Reading .....	6
2.2 The Concept of Reading Comprehension .....	6
2.3 The Concept of Intelligences .....	9
2.4 The Concept of Interpersonal Intelligence .....	10
2.5 The Concept of Intrapersonal Intelligence.....	10
2.6 The Correlation Between Interpersonal and Intrapersonal Intelligences to Reading Comprehension.....	11
2.7 Previous Related Studies.....	12
2.8 Hypotheses of the Study .....	13
<b><u>CHAPTER III: METHODOLOGY</u></b> .....	<b>14</b>
3.1 Method of the Study.....	14
3.2 Operational Definitions.....	14
3.3 Procedures of the Study.....	15
3.4 Variable of the Study.....	16

3.5 Population and Sample.....	16
3.6 Techniques for Collecting the Data.....	17
3.6.1 Questionnaire .....	17
3.6.2 Reading Comprehension Test .....	17
3.6.3 Validity.....	18
3.6.4 Reliability.....	19
3.7 Techniques for Analyzing the Data.....	20
3.7.1 The Analysis of the Questionnaire.....	20
3.7.2 The Analysis of the Reading Test.....	20
3.7.3 The Correlational Analysis.....	21
<b><u>CHAPTER IV: FINDINGS AND INTERPRETATION</u></b> .....	<b>22</b>
4.1 Findings of the Study .....	22
4.1.1 Descriptive Analysis .....	22
4.1.2 The Results of the Questionnaire .....	22
4.1.3 The Results of the Reading Comprehension Test.....	23
4.2 Statistical Analyses .....	24
4.2.1 The Analysis of Normality Test and Linearity of the Test .....	24
4.2.2 Normality Test .....	24
4.2.3 Linearity Test .....	25
4.3 Correlation Analysis.....	27
4.4 Interpretation of the Study .....	28
<b><u>CHAPTER V: CONCLUSIONS AND SUGGESTIONS</u></b> .....	<b>31</b>
5.1 Conclusions .....	31
5.2 Suggestions .....	31
<b><u>REFERENCES</u></b> .....	<b>32</b>
<b><u>APPENDICES</u></b> .....	<b>37</b>

## LIST OF TABLES

<b>Table 1</b>	Population of the Study .....	16
<b>Table 2</b>	Specification of Reading Comprehension Aspects (Before Try Out).....	18
<b>Table 3</b>	Specification of Reading Comprehension Aspects ( After Try Out) .....	19
<b>Table 4</b>	Scores Intrapersonal and Intrapersonal Categories .....	20
<b>Table 5</b>	Interpretation of the Correlation Coefficient.....	21
<b>Table 6</b>	Descriptive Statistic of the Interpersonal Intelligence Questionnaire.....	23
<b>Table 7</b>	Interpersonal Intelligence Criteria.....	23
<b>Table 8</b>	Descriptive Statistics of the Intrapersonal Intelligence Questionnaire.....	23
<b>Table 9</b>	Intrapersonal Intelligence Criteria.....	24
<b>Table 10</b>	Descriptive Statistics of the Reading Comprehension Test .....	24
<b>Table 11</b>	The Score Distribution of Reading Comprehension Test Results.....	24
<b>Table 12</b>	The Results of Normality test.....	25
<b>Table 13</b>	The Results of Linearity tests.....	25
<b>Table 14</b>	The Correlation between of Interpersonal and Intrapersonal Intelligences and Reading.....	27

## LIST OF APPENDICES

- APPENDIX A : Reading Test
- APPENDIX B : Interview Transcript
- APPENDIX C :The level of Difficulty and Appropriateness of Reading Comprehension Test
- APPENDIX D : Questionnaire Interpersonal and Intrapersonal Intelligence
- APPENDIX E : The Result of Validity Test
- APPENDIX F : The Score of Questionnaire
- APPENDIX G : The Score of Reading Comprehension Test
- APPENDIX H : The Result of Realiability Test
- APPENDIX I : The Result of Interpersonal Intelligence
- APPENDIX J : The Result of Intrapersonal Intelligence
- APPENDIX K : The Result of Reading Comprehension Test
- APPENDIX L :Descriptive Statistics of the Interpersonal Intrapersonal Intelligences Questionnaire
- APPENDIX M : Descriptive Statistics of the Reading Comprehension Test
- APPENDIX N : The Score Distribution of Reading Comprehension Test ResultsBased on The Passing Grade
- APPENDIX O : The Results of Normality Test
- APPENDIX P : The Results of Linearity Test
- APPENDIX Q : The Correlation between of Interpersonal and Intrapersonal Intelligences and Reading
- APPENDIX R : Usul Judul Skripsi
- APPENDIX S : Approval of Research Design Seminar
- APPENDIX T : Suggestion List of Research Design Seminar
- APPENDIX U : SK Pembimbing
- APPENDIX V : : Permohonan Surat Izin Penelitian kepada Kementerian Agama KotaPalembang
- APPENDIX W : Surat Izin Penelitian dari Kementerian Agama Kota Palembang
- APPENDIX X : Surat Keterangan Telah Melaksanakan Penelitian
- APPENDIX Y : Surat Keterangan Penelitian Try Out

- APPENDIX Z : Approval of Preliminary Research Report Seminar
- APPENDIX AA : Letter of Having Conducted the Preliminary Research Report Seminar
- APPENDIX AB : Suggestion List of Preliminary Research Report Seminar
- APPENDIX AC : Approval of Final Exam
- APPENDIX AD : Documentation
- APPENDIX AE : Thesis Consultation Card

**THE CORRELATION BETWEEN INTERPERSONAL AND  
INTRAPERSONAL INTELLIGENCE AND THE READING  
COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI  
13 PALEMBANG**

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**ABSTRACT**

The objectives of this study were to find out : 1) whether there is any significant correlation between interpersonal intelligences and reading comprehension of the eighth grade students of SMP Negeri 13 Palembang, 2) whether there is any significant correlation between intrapersonal intelligences and reading comprehension of the eighth grade students of SMP Negeri 13 Palembang, 3) how much is the significant contribution between interpersonal intelligences on reading comprehension of the eighth grade students of SMP Negeri 13 Palembang, 4) how much is the significant contribution between intrapersonal intelligences on reading comprehension of the eighth grade students of SMP Negeri 13 Palembang. The sample of this study was 105 students of the eighth grade students of SMP Negeri 13 Palembang. To collect the data and to measure students' interpersonal and intrapersonal intelligences to reading comprehension, a questionnaire and reading test were given. The result showed that the students intelligences was interpersonal and intrapersonal to reading comprehension of the students was low. the coefficient correlation between interpersonal intelligence and reading comprehension was 0.106. Since the significant value is higher than 0.05, it was also found that the coefficient correlation between intrapersonal intelligence and reading comprehension was 0.833. As the significant value is higher than 0.05. It means there was no significant correlation between interpersonal and intrapersonal intelligence to reading comprehension.

*Keywords: interpersonal and intrapersonal intelligence, reading comprehension.*

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A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Tia Rizki Anggraini

Student's number : 06011381320036

Advisor 1,



Dr. Rita Inderawati, M.Pd  
NIP. 196704261991032002

Approved by,

Advisor 2,



Erlina, S.Pd., M.Pd., M.Ed.  
NIP. 197409092000122001

Certified by,

The Coordinator of English Education Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408022002121003



## CHAPTER 1

### INTRODUCTION

This chapter presents: (1) the background, (2) the problems, (3) the objectives, and (4) the significances of the study.

#### ***Background***

Reading is one of the important skill in English. According to Mikulecky and Jeffries (1998), reading in English is important for some reasons, such as helping students learn to think in English, helping the students build their English vocabulary, and helping students become more comfortable with writing in English. This suggests that through reading students can increase their knowledge and ability in English.

Reading is an important skill which has an important contribution to the success of language learning. Nuttall (2000, p. 2) states that reading is a result of interaction between the writer's mind and the reader's mind because the reader tries to find out the information which author write in the text. The reader tries to understand what the writer means so they will get what they want. Reading is simply connecting one person's intuition to another's.

Reading is an active proces in which the readers try to construct the meaning and understand the message of the text that the authors try to explain. Goodmann (1970) states that reading is a selective process; involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decesions are made to be confirmed, rejected or refined as reading progresses. From this statement, it can be inferred that reading is an active process in which the readers take the advantage of their knowledge of vocabulary, syntax, and the real world. Reading involves an interaction between linguistic knowledge of the world.

There are some aspect to be good in reading. According to Hernowo (2003) the act of reading involves many aspect: to think, to feel, and to act appropriately and usefully based on suggestion from the book. It means that in reading the readers do not only decode the written symbols of the text but also identify the information of the text. It is related to the reading comprehension of the text. Barnett (2003) states that reading is a primary means of language acquisition. Reading enables the readers to get many benefits, like gaining new information and knowledge, knowing the recent development of the world, and having pleasure.

People need to get good emotional intelligence in order to have good comprehension in reading. Emotional intelligence is related to how someone understands others' feeling and knows how to react upon it. The root of emotional intelligence can be traced back on the

work of Gardner's (1983) multiple intelligence, specifically on the interpersonal and intrapersonal intelligences. Interpersonal and intrapersonal intelligence has a relationship to emotional intelligence. According to Gardner (1983), interpersonal intelligence denotes a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others. Furthermore, Gardner also states that 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.

Talebi (2012) states reading is one of the important aspects in the process of learning a language because when students read, they can add out knowledge and information from the reading text. Students in some countries around the world still have problem in reading. Adolescent students across the country are struggling with literacy and more specifically with their ability to read and to comprehend information (Alliance of Excellent Education, 2004).

Even though Indonesian students start learning English since elementary school, around fourth or fifth grade, their English skill is still not good enough. As stated by Progress in International Reading Literacy Study (PIRLS) 2011, it indicates that Indonesian students have low reading score with 430 while the average score is 500. However, Programme for International Students Assessment (PISA) 2015, Indonesia ranked in eight positions from the bottom or ranked 62 over 70 countries which participated in PISA 2015. The fact point out how Indonesian students' reading skill should be improved.

Based on the interview done by the writer to the English teacher and some students of SMP Negeri 13 Palembang, it was revealed that the students, have some main factors making the level of students' reading skill still low such as (1) the students lacked of vocabulary, so when they find some unknown words some of them will stop reading, (2) the students lacked of prior knowledge in comprehending the text while reading, (3) the students low interest in reading because the students use of inappropriate reading strategies, (4) lacked of motivation in reading activities, because it was boring (5) their reading environment did not support reading activities, because their friends also did not like reading. Based on the factors above, it can be concluded that most of students are not good in reading comprehension. Moreover, the students also had interpersonal problem which make no willingness to read from within themselves. They just read when the teacher asked them to read. Therefore, investigating the association between students' interpersonal and intrapersonal intelligence and reading comprehension are the focus of this study.

There are some studies concerning the role of interpersonal and intrapersonal intelligence. For example the study conducted by Andrei & Petrides (2013). They found that emotional intelligence, especially interpersonal and intrapersonal intelligence. Had significant associations with important outcomes, such as academic performance for example in English subject. Academic performance in English subject includes the achievement on the four language skills: listening, speaking, reading, and writing. In this study, the writer focused on reading comprehension in relation to the students' interpersonal and intrapersonal intelligence. In addition, Angadi (2011) found that in some secondary schools in Bijapur, India, there is empty possible relationships among students' emotional intelligences (interpersonal and intrapersonal intelligence), gender, origin (rural and urban), school (government and private), religion (Hindu and non-Hindu) and also reading comprehension, and it was found that there was a positive and significant relationship between emotional intelligence and reading comprehension.

Widyasari (2016) also did the study on the correlations among reading attitude, interpersonal intelligence, and reading comprehension to the English Education Study Program of Widya Dharma University (UNWIDHA), Klaten, Central Java, Indonesia. It was found that the students interpersonal intelligence also associated with their reading comprehension. This intelligence brings reading to another level. The students who had more percentage of interpersonal intelligence tend to insert empty or feeling in a text, then reading not only for reading text but comprehending the text.

Taking into consideration what the literature has documented about interpersonal and intrapersonal intelligence and reading comprehension, the writer would like conducted a research entitled *The Correlation between Interpersonal and Intrapersonal Intelligences to Reading Comprehension of the Eighth Grade Students of SMP Negeri 13 Palembang*.

### ***Problems of the Study***

The problems of this study are formulated in the following questions:

1. is there any significant correlation between interpersonal intelligences and reading comprehension of the eighth grade students of SMP Negeri 13 Palembang?
2. is there any significant correlation between intrapersonal intelligences and reading comprehension of the eighth grade students of SMP Negeri 13 Palembang?
3. if yes, how much is the significant contribution of interpersonal intelligences on reading comprehension of the eighth grade students of SMP Negeri 13 Palembang?

4. if yes, how much is the significant contribution of intrapersonal intelligences on reading comprehension of the eighth grade students of SMP Negeri 13 Palembang?

### ***Objectives of the Study***

Based on the problems above, the objectives of this study are to find out:

1. whether there is any significant correlation between interpersonal intelligences and reading comprehension of the eighth grade students of SMP Negeri 13 Palembang.
2. whether there is any significant correlation between intrapersonal intelligences and reading comprehension of the eighth grade students of SMP Negeri 13 Palembang.
3. if there is any significant contribution, how much the contribution of interpersonal intelligences on reading comprehension of the eighth grade students of SMP Negeri 13 Palembang.
4. if there is any significant contribution, how much the contribution of intrapersonal intelligences on reading comprehension of the eighth grade students of SMP Negeri 13 Palembang.

### ***Significance of the Study***

The significant of the study is to help the eighth grade students in order to be aware of one of affective factors, namely interpersonal and intrapersonal intelligences that can affect their reading comprehension achievement. In addition, this study hopefully also will provide the information for the teachers of English on how to recognize students' affective factor influencing their reading achievement. Furthermore, this study will give the writer a clear description about the role of interpersonal and intrapersonal intelligences in English language teaching and learning process, especially reading subject, significantly. This study will also provide a picture on ways to understand the level of interpersonal and intrapersonal intelligences which may affect students' reading comprehension, not only for the writer herself, but also for her students.

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