

THE EFFECT OF LINGUISTIC INTELLIGENCE TOWARD ENGLISH ACHIEVEMENT AT SMA TUGU IBU, DEPOK

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui pengaruh kecerdasan berbahasa terhadap prestasi belajar Bahasa Inggris SMA Tugu Ibu di Kota Depok Jawa Barat. Data tentang kecerdasan berbahasa diperoleh dengan menggunakan tes sebagai instrumen penelitian yang sebelumnya telah diuji tingkat validitas dan reliabilitas. Sedangkan data untuk prestasi belajar diperoleh dari nilai rapor semester ganjil 2012/2013 untuk matapelajaran bahasa Inggris. Untuk analisis data peneliti menggunakan SPSS (*Statistical Product and Service Solution*) versi 17,00. Untuk analisis data peneliti menggunakan SPSS (*Statistical Product and Service Solution*) versi 17,00. Hasil analisis diperoleh nilai koefisien korelasi (r) = 0,766 dan Koefisien Determinasi sebesar 58,7% artinya terdapat pengaruh yang kuat antara kecerdasan berbahasa terhadap prestasi belajar Bahasa Inggris SMA di Kota Depok. Prestasi belajar bahasa Inggris dipengaruhi sebesar 58,7% oleh kecerdasan berbahasa sedangkan sisanya 41,3% ditentukan oleh faktor lain. Sedangkan pengujian hipotesis melalui analisis regresi diperoleh persamaan $Y = 55,48 + 1,747 X$. Hasil uji signifikansi persamaan regresi diperoleh nilai $Sig = 0,000$ dan $t_{hitung} = 6,307$ maka nilai $Sig < 0,05$ dan $t_{hitung} > t_{tabel}$ maka H_0 ditolak dan H_1 diterima yang artinya koefisien regresi tersebut signifikan. Kesimpulannya adalah terdapat pengaruh yang kuat dan signifikan antara kecerdasan berbahasa terhadap prestasi belajar Bahasa Inggris.

Kata kunci : Kecerdasan Berbahasa, Prestasi Belajar Bahasa Inggris.

Abstract: The aim of this research is to know the influence of linguistic intelligence towards English achievement at SMA Tugu Ibu in Depok. The data for linguistic intelligence is taken from worksheet though test. Meanwhile the data for English achievement is taken from the score of English in students' academic record which is familiar called rapor. To analyze the data, the researcher uses SPSS (*Statistical Product and Service Solution*) version 17. Based on the result of the data analysis, it is known that coefficient correlation (r) = 0,766 and determination coefficient is 58,7%. It means that there are significant and strong influence of linguistic intelligence towards English achievement. It means that there are significant and strong influence of linguistic intelligence towards English achievement. English is influenced by linguistic intelligence for 58,7%. Meanwhile, the rest 41,3% is influenced by other factors. Furthermore, the test of hypotheses through regression analysis make the result for regression equality $Y = 55,48 + 1,747 X$. the result for regression equality significant test is got the score of $Sig = 0,000$ and $t_{observed} = 6,307$ so Sig score $< 0,05$ And $t_{observed} > t_{table}$ so H_0 is rejected and H_1 is accepted. It means that regression coefficient is significant. The conclusion is there are strong and significant influence of linguistic intelligence towards English achievement at SMA Tugu Ibu in Depok, West Java.

Keywords : Linguistic Intelligence English Achievement.

BACKGROUND OF THE RESEARCH

According to UNESCO, human being consists of mind or thought dimension, spirit or soul dimension, body or physical dimension and emotional dimension. These four dimensions will create a human being as a whole person who will always live together in harmony. Therefore, we do need language as a means of communication. Many theories regarding language have been explained by a lot of experts. One of them is based on Encarta Encyclopedia which mention that: "Language involves specialized cortical regions in a complex interaction that allows the brain to comprehend and communicate abstract ideas. The right brain and left brain have their own function"

Through language we are learning about many things either in language subject or from the media provided in this globalization era. Craig A. Lockard in his article entitled "Seeds of Globalization" argues that: "The term globalization itself refers to the increasing interconnectedness of nations and peoples around the world through trade, investment, travel, popular culture, and other forms of interaction".

Therefore, formal education ought to recognize the potential of every student and educate them to achieve the goal of education law, 2003 in order to make them ready to face the globalization era. In this era, education especially formal education in Indonesia controls essential aspect in raising the children not only to be well-educated ones but also to have a polite attitude and mature character. The function and goal of national education can be reflected to the

system used to achieve these targets especially to recognize the potential of the students by knowing the tendency of intelligence they have. The learning process is not able to be hampered just because of the age. One proverb said that never too old to learn. Meaning that the process of learning always happens as long as the human alive therefore it is essential to increase the tendency of intelligence within their them selves especially for the productive age. In other words, intelligence is a significant factor of human life. Garner, 1999 said that: "Intelligence is a biopsychological potential to process information that can be activated in cultural setting to solve problems or to create product that are valuable in cultural setting"

Language is able to consider from the left-hemisphere either written or spoken. Telling the reasons in every thing we have done is also the reflection of left-brain function. Language is also able to be transferred through media, television, radio, internet and so on. Further more, language also has a prominent characteristic which can be described through the relation of linguistic sign and its meaning which is considered arbitrary. One of the article from the discover magazine entitled "Speaking With a Single Tongue" written by Jared Diamond discuss that the massive extinction of human languages that has taken place worldwide over the last few centuries, and the enormous consequences that such loss has had on the richness of the world's cultural heritage.

The importance of language is cleanly proven. Without language there will be no communication at all. There are four basic skills in language named listening, reading, speaking and writing. These skills will be

combined with the aspects in language which consist of pronunciation, vocabulary and grammar. Formal education through teachers will facilitate the students to recognize their tendency of intelligences either logical/mathematical, linguistics, spatial, musical, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, or existential. Recognizing the potency of the students will guide them to achieve the proper profession later on. The earlier both teachers and parents know it, the easier the exact methods to help them develop their potencies.

The graduates who are hard or the graduates' students who get a job irrelevant to their major are the problem which need proper solution. One of the problem is because formal school through teacher is not enough to measure the students potency without the help of parents who observe their children day by day. The parents' supporting factors here can be defined as the entire factors from the environment included the family where they grow up. In this case, parent plays a significant role whether they do care to their children's education not just totally give the responsibility to educate their children to the formal education. Parents and school institution may support each other in order to guide them to achieve their bright future. Parents at home control them not only asking difficulties they face regarding the lesson of English but also recognizing their talent. Meanwhile, teachers at school generally facilitate them reach the goal and aim in education law, 2003 through the support of parents.

Among these divisions of intelligences explained above, linguistic intelligence which has something to do with words either

spoken or written is being discussed in this research. The students who have the tendency might have the potency to become news reader, story teller, speaker, orator, editor, and journalist. Therefore this paper is focusing to analyze the students who have the potency of linguistics intelligence.

THEORETICAL REVIEW

Definition of Learning

These are the definitions of learning according to several experts. Gagne (1984 in Dahar 2011:2) explains that learning can be stated as a process where an organization change its manner after following certain experiences. It needs several period of time to know the result of the change and whether the goal of this process is already achieved by the students.

According to Gregory A. Kimble in Prawira (2012:227) learning is a relative permanent changes in manner behavior happened to every person as the result of several practice and exercise which are supported by a reward. The people who join the learning process is required not to go back to their old manner since they have faced certain treatment of learning.

Burton in Aunurrahman (2009:35) states learning is the process of interacting socially and personally.

"Learning is actually a mental process activity in accessing the new information of knowledge to the students' mindset. This mental process is triggered by physical interaction with the source of knowledge varied by explanations"

Therefore, it can be concluded that learning is the main activity in the whole process of education. It means that the achievement of

educational goal depends on how the students experience the learning process. Generally, learning can be defined as the activity to obtain the knowledge. A student has been faced a learning process after knowing something new.

Learning achievement

There are several definitions of achievement. According to Kamus Besar Bahasa Indonesia (2007:895) achievement can be defined as the result of certain activities done by somebody. Meanwhile Djamarah (1994:19 in Dhien 2001:1) states that achievement is one part of the result done by individual or society. The positive result of learning process can be showed through the achievement made by the students.

Other definition by Semiawan and Suseloarjo (1992:104) in Dhien (2011:1) said that achievement is something used by quality of indicator and quantity of knowledge. The goal of learning is measured within the indicators made and the content of learning is within the knowledge gained by the students.

Futhermore, Tohirin (2005:140) told that achievement is something obtained by the students after doing learning activity. Then Astuti (2008:12) said that achievement is the result showed by the students after having certain level of education and training with some changes in values and manner. The achievement must have some valueable changes reflected through good manner.

In the other hand, Sukmadinata (2005:124) argues that achievement is the changing of behaviour of the students after following the process of learning. The changes become the result of what have been done within a

sequence of time which make the students aware of certain manner.

To get a satisfied achievement, there are two factors noticed according to Suryabrata (1998:233) in Winkel (1997:591) which are called internal factors and eksternal factors. Internal factor can be defined as the entire factors within an individual divided into physiology which relates to the health and the senses of the students and psychology which deals with intellegence, manner and motivation. Meanwhile, the eksternal factor of learning achievement is all factors surrounding the students consist of: (1) Family. It deals with financial condition, educational background and parent's role, (2) School. It is connected by the learning facility, teachers' competence, curriculum and learning methods. (3) Society. It is affected by socioculture and participation to the education itself.

After examining these arguments, it can be concluded that achievement is the result of studying in form of competence, skills and manner after interacting with learning activities in certain period of time.

Definition of Intelligence

There are a lot of experts in excitement the field of intelligence who have done their attempts to determine what intelligence is. Different experts make their own emphasizing toward the aspects of intelligence. Based on Encyclopaedia Britanica Library, intelligence is mental quality that consists of the abilities to learn from experience, adapt to new situations, understand and handle abstract concepts, and use knowledge to control one's environment.

According to the dictionary of American Heritage 2000, intelligence can be defined as the capacity to acquire and apply the knowledge. This capacity can be identified from the tendency of the students in their life.

Meanwhile according to Wechsler, intelligence is the capability in doing action with certain goal, to think rationally and to have a communication with surrounding. In achieving this goal, a person will think rational applied by having good communication in order to get what they want.

Furthermore, dictionary of All words 2006 stated that intelligence is the ability to use the memory, knowledge, reasoning, imagination, evaluation in form of finding solution toward every problems faced and the ability to adapt with new situation. The better a person adapt with the new environment, they have a tendency to have a good intelligence in one part of their life.

An other expert named Binet explained that intelligence is the ability to state and maintain certain aims in order to have adjustment to achieve that goals and aims and to have an introspection to our selves. The introspection will gain success not only using the brain but also the heart. How the heart takes control to develop the brain function to overcome every problem faced is defined as the intelligence.

Besides those theories above, britannica ultimate encyclopaedia also measure that there are the most four influential theories to define intelligence. They are psychometric theory, cognitive theory, cognitive-contextual theory and biological theory.

Psychometric theories are based on a model that portrays intelligence

as a composite of abilities measured by mental tests. This model can be quantified. For example, performance on a number-series test might represent a weighted composite of number, reasoning, and memory abilities for a complex series. Mathematical models allow for weakness in one area to be offset by strong ability in another area of test performance. In this way, superior ability in reasoning can compensate for a deficiency in number ability. This theory is supported by Charles Edward Spearman,

Cognitive theory, moreover argued that Instead of starting with conventional psychometric tests, the experts who support the theory began with tasks that experimental psychologists were using in their laboratories to study the basic phenomena of cognition, such as perception, learning, and memory. This theory is supported by Earl B. Hunt, Nancy Frost, and Clifford E. Lunneborg.

Meanwhile, cognitive-contextual theories deal with the way that cognitive processes operate in various settings. Two of the major theories of this type are that of the American psychologist [Howard Gardner](#) and that of Sternberg. In 1983 Gardner challenged the assumption of a single intelligence by proposing a theory of "[multiple intelligences](#)." Earlier theorists had gone so far as to contend that intelligence comprises multiple abilities. But Gardner went one step farther, arguing that intelligences are multiple and include, at a minimum, linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligence.

The biological theories discussed above seek to understand

intelligence in terms of hypothetical mental constructs, whether they are factors, cognitive processes, or cognitive processes in interaction with context. Biological theories represent a radically different approach that dispenses with mental constructs altogether. Advocates of such theories, usually called reductionists, believe that a true understanding of intelligence is possible only by identifying its biological basis.

Linguistic Intelligence

Based on the explanation above regarding intelligence, linguistic intelligence can be considered to be one of multiple intelligences required by cognitive-contextual theory. As this research focuses on the recognition of potentials of the students who have the tendency to the linguistic intelligence more than other kind of intelligence facilitated by formal institution and supported by parents to guide their children to achieve the proper score in English achievement to find the proper profession after graduating from formal education.

Gardner (1993 in Richards and Rodgers 2001:116) argued that linguistic intelligence is one of the intelligences that human beings have. Linguistic intelligence is the ability to use language in special and creative ways which is something lawyers, writers, editors and interpreters are strong in.

Catur (2010) argued that linguistic intelligence included the ability of someone to use language and words orally and written in different forms to express the ideas. Children with high linguistic intelligence generally are signed by the pleasure to the activity deals with the usage of language such as reading,

written the composition, writing poem and so on.

Linguistic intelligence refers to an enhanced ability of an individual to use one or several languages to convey spoken or written communications to others. In daily life, many people demonstrate linguistic intelligence through both introverted and extroverted activities. The person with the tendency of linguistic intelligence also balances the whole existence on the foundation of language either oral, written or non verbal.

Since the potency of students with linguistic intelligence are suggested to be news readers, story teller, speaker, orator, editor and journalist. skills and aspects of language especially English can not also be ignored, the measurement to recognize such kind of potency will be through answering the language testing made by the researcher.

Frame of Thinking

Varieties of theory of intelligence have been discussed above and the researcher summarizes intelligence by stating how the brain control the development of brain's function either left-brain hemisphere or right-brain hemisphere. Certain intellectual function is restricted to one hemisphere. Right-brain functions defines for insight, 3-D forms, art awareness, imagination, music awareness, and left-hand control. In other words, right-brain function to control emotion, artistic, and spatial skill. Meanwhile, left brain function defines for numeric skill, reasoning, scientific skill, right-hand control and language either written or spoken.

Language will be further discussed. Linguistic which concerns with the relationships between

languages and with the ways language change over time may account for the universal human capacity to produce and understand language.

Language is the principle means used by human being to communicate with one another from all level of society either lower class, middle class or upper class. For the first time, language is spoken and after that it can be transferred through media by using written language. As the extraordinary increasement of technology, language which borrows information now even able to transferred with sophisticated tools for instance, internet, cellular phone, even social networking.

Achievement of English is reflected to the score reported every sequence of time determined by the formal institution. The score will be the collaboration of not only the written text but also the activities during the interaction in the class. Parents' observing guide the students to achieve the satisfied score they want toward their children which is reflected by the teachers at school through the scoring.

The framework of thinking which is also called the relationship between one ideas to another, forming the conceptual accepted model within which the scientific research carried out will be further describe through this following description regarding the title given namely the effect of linguistic intelligence toward English achievement:

Linguistic intelligence which has been explained before is the

potency of the students toward acquiring the language either written or spoken. The tendency of this gifted potency will make them easier to learn language subject at school. The language skills and aspects for those who have the tendency to this intelligence will have been precisely able to have a good achievement with a good motivation within to develop this gifted potency. Therefore, it can be concluded that there is a significant effect between linguistic intelligence and English achievement at school.

RESEARCH FINDINGS

Description of Data

The research analyzes the data from the test and score in the first semester report. The data for linguistic intelligence is taken through the test meanwhile the data for English achievement is taken from the score of the respondents' report of English subject. The entire data are taken from 30 respondents. The questionnaire as the instruments of data collection has been tested through validity test and reliability test and have been considered as valid and reliable. The aim of the analysis is to find out and give the information of the research findings based on the data and variables of the research subject. The data collected then by the researcher will be analyzed by using Statistical Program for Social Science (SPSS) version 17 to help the researcher analyze the data and the following result has been found:

	Linguistic Intelligence	English Achievement
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N	Valid	30	30
	Missing	0	0
Mean		14.4333	80.6667
Median		14.5556 ^a	79.7143 ^a
Mode		15.00 ^b	80.00 ^b
Std. Deviation		2.52823	5.93838
Variance		6.392	35.264
Skewness		-.115	.303
Std. Error of Skewness		.427	.427
Kurtosis		-.750	-.779
Std. Error of Kurtosis		.833	.833
Minimum		10.00	70.00
Maximum		19.00	90.00
Sum		433.00	2420.00
Percentiles	25	12.5556 ^c	76.3333 ^c
	50	14.5556	79.7143
	75	16.3750	84.6667

Table Description of Research Data

The Data of Linguistic Intelligence

The data regarding linguistic intelligence is taken from giving a test through worksheet. The test used is multiple choice consisted of 25

questions which have been valid and reliable.

Linguistic Intelligence statistics is known from 30 respondents which minimum score is 10 and maximum score is 19. Meanwhile, the average of

all scores in the data set (Mean) for Linguistic Intelligence is 14,433, the most frequently score in the data set (Mode) is 15 and the score at centre of distribution (Median) is 14,556. Moreover, the score which shows standard deviation is 2,528 and the variance is 6,392.

Linguistic Intelligence Frequency above is taken from 30 respondents with the minimum score is 10 for 2 students or 6,7% of the entire respondents and the maximum score is 19 for 2 students or 6,7% of the entire respondents and the sum of the most frequently score in the data set (Modus) on two scores which are then called bimodal positioned at score 15 and score 17 for each 6 students or 20% from a total number of the entire respondents.

The total number of respondents are 30, mean is 14,43 and standard deviation score is 2,528. The standard deviation forms a normal curve. The curve is sharp and is called leptocurtic with kurtosis -0,750 and skewness is -0,115 shows negative distribution or the left tail is a little bit longer although both tails look in the same line.

Data of English Achievement

According to table 4.1 English Achievement statistic is known from 30 respondents with minimum score is 70 and the maximum score is 90. Meanwhile the average of all scores in the data set (Mean) is 80,667, median (score at centre of distribution) is 79,714 and mode (most frequently obtained score in the data set) is 80.

It can be concluded that English Achievement score is good enough. In addition, standard deviation is 5,938 and variance is 35,264.

English Achievement Frequency above is taken from 30 respondents

with the minimum score is 70 for 1 student or 3, 3% of the entire respondents and the maximum score is 90 for 6 students or 20% of the entire respondents and the sum of the most frequently score in the data set (Modus) on two scores which are then called bimodal positioned at score 80 and score 90 for each 6 students or 20% from a total number of the entire respondents.

It shows that a total number of respondents are 30, mean is 80,67 and standard deviation is 5,938. The standard deviation forms a normal curve shape a quite sharp curve named leptocurtic with kurtosis -0,779 and skewness -0,304 forms negative distribution or the left tail curve is longer than the right one although it form a balance.

Requirement Tests for the Data Normality Test

Normality test is used to test and determine whether the data is normal or not so that partial correlation and single regression can be analyzed. In this survey research, there are 30 students as the respondents. However, Sudjana (1989) and Hadi (1986) point out that a total number of respondents are same or more than 30.

Tests of normality for linguistic intelligence variable according to Kolmogorov-Smirnov (K-S liliefors) has index 0,122, df (degree of freedom) 30 and significance 0,200. Significant index got from Kolmogorov-Smirnov is $P > 0,05$, so H_0 is accepted. In the other word, linguistic intelligence score is normal.

There is a straight line from down left to up right and also surrounding the straight line. There are quadrangular signs following it. If the signs of the score position spreading around the line, it points out

that the score spreading for variable is normal (Nurgiantoro dkk, 2009:119). From the picture, it can be drawn that the position of the scores are around the line. As result, the score spreading for linguistic intelligence variable tested by the normality plot with tests is normal.

Meanwhile, tests of normality according to table 4.5 for english achievement variable based on Kolmogorov-Smirnov (K-S liliefors) has index 0,115, df (degree of freedom) 30 and significance 0,200. Therefore, significance got from Kolmogorov-Smirnov is $P > 0,05$ so H_0 is accepted. In the other word, parent's role variable score is normal.

There is a straight line from down left to up right and also surrounding the straight line. There are quadrangular signs following it. If the signs of the score position spreading around the line, it points out that the score spreading for the variable is normal (Norgiantoro dkk, 2009: 119). From the picture, it can be drawn that the position of the score are around the line. As a result, the score spreading for English

achievement variable tested by normality plot with tests is normal.

Linearity Test

Linearity test is an assumption in the regression analysis. It means that the regression line between X and Y forming whether or not the lineariy line. If the line is not linear, it can not be automatically continued to the next step.

The linearity test of the regression can be used by calculating F (significance probability level) then determining null hypothesis (H_0). If F (Sig= ...) is lower then P (0,05), as a result, the regression line of related data is linear. In the contrary, if F (Sig= ...) is higher than P (0,05), the regression line is not linear. Therefore, the consequence is the data should be analyzed by non linear regression (Nurgiantoro, dkk, 2009:329).

The information about the result of variance analysis computation through SPSS version 17 and its relationship between linguistic intelligence and english achievement will be depicted in ANOVA table as follow:

Table
Linearity Test of Linguistic Intelligence and English Achievement
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
English Achievement Linguistic Intelligence	Between Groups	(Combined) Linearity	605.933	7	86.562	5.314	.001
		Deviation from Linearity	565.966	1	565.966	34.744	.000
			39.967	6	6.661	.409	.865
	Within Groups		358.367	22	16.289		
Total			964.300	29			

Based on Anova test, Sig 0,000 is lower than 0,05 ($0,000 < 0,05$), therefore to predict the influence of linguistic

intelligence toward English achievement of SMA Tugu Ibu in Depok, the regression formulation can be used to analyze it. In other word,

the data can be analyzed by using linear regression analysis.

Testing of Hypotheses

Testing of Hypotheses is done based on statistical hypotheses in

chapter III. The data collected is data interval and ratio. Therefore, correlation technique used is Pearson Product Moment Correlation (r). The result of the calculation is clearly depicted as follow:

Table

The Result of Calculation for Correlation Coefficient The Influence of Linguistic Intelligence Towards English Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 ^a	.587	.572	3.77177

a. Predictors: (Constant), Linguistic Intelligence

Table

Recapitulation of the Calculation for the Test of Significance Coefficient Regression The Influence of Linguistic Intelligence Towards English Achievement

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	565.966	1	565.966	39.783	.000 ^a
	Residual	398.334	28	14.226		
	Total	964.300	29			

a. Predictors: (Constant), Linguistic Intelligence

b. Dependent Variable: English Achievement

Table
Recapitulation of Calculation for Regression Line Equality The Influence of
Linguistic Intelligence Towards English Achievement
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	55.480	4.057		13.674	.000
Linguistic Intelligenece	1.747	.277	.766	6.307	.000

a. Dependent Variable: English Achievement

The hypothesis of this research is

$$H_0 : \beta_{xy} = 0$$

$$H_1 : \beta_{xy} \neq 0$$

Note:

H_0 : There is no any positive and significant influences of linguistic intelligence towards English achievement.

H_1 : There is positive and significant influences of linguistic intelligence towards English achievement.

According to table 4.8 that the relationship between linguistic intelligence (X) towards English Achievement (Y) which is counted with correlation coefficient is 0,766 or ($R_{y12} = 0,766$). It shows that there is a strong relationship. Meanwhile linguistic intelligence and parent's role variables contribute to english achievement variable is $R^2 \times 100\%$ or

$(0,766)^2 \times 100\% = 58,7\%$ and the rest is 41,3% determined by the other factors.

Meanwhile, testing the hypothesis through regression analysis is obtained through the calculation which can be seen on table 4.9 and 4.10 therefore, the equality of regression line represents the influence of linguistic intelligence towards english achievement is $Y = 55,48 + 1,747X$.

Testing the hypothesis is done through analyzing calculation of SPSS version 17 on table 4.10 with the criteria of regression significant is "if $t_{\text{observed}} > t_{\text{table}}$ so H_0 is rejected" or "if $\text{sig} < 0,05$ so H_0 is rejected" which means that there is significant influence of linguistic intelligence towards English achievement. The score for t_{observed} is listed on column t for linguistic intelligence meanwhile

t_{table} is listed on table distribution of t with the level 5% and $df = n - 2 = 30 - 2 = 28$ where n is the number of respondents. According to table 4.10, it shows that sig score is 0,000 and $t_{observed}$ is 6,307 meanwhile $t_{table(0,05, 28)} = 2,048$. Due to Sig score $< 0,05$ and $t_{observed} > t_{table}$ so H_0 is rejected which means that there is positive and significant influence of linguistic intelligence towards english achievement.

From the tests of correlation and regression above, it can be concluded that there a positive and significant effect of linguistic intelligence towards English achievement at SMA Tugu Ibu in Depok.

Interpretation of the Research The Influence of Linguistic Intelligence (X) Towards English Achievement (Y)

Observing from the result of data analysis, it can be seen that $t_{observed} = 6,307$ and $t_{table} = 2,048$. It means that $t_{observed} > t_{table}$ and sig score is 0,000 which means sig $< 0,05$. Therefore, H_0 is rejected and it can be concluded that there is a positive and strong influence of linguistic intelligence toward English achievement.

From the research toward private school namely SMA Tugu Ibu, there is important information that increasing vocabulary, grammar and pronunciation ability and increasing communication sub skill which consist of reading, writing, listening and speaking are able to make a good and satisfied achievement in English subject.

CONCLUSION

On the basis of computerized processing and data analysis, some following conclusions can be drawn

that here is a sinificant effect of linguistic intelligence (X) towards english achievement (Y). It is obtained that $t_{observed}$ is higher than t_{table} ($6,307 > 2,048$) with Sig score is lower than significance grade ($0,000 < 0,05$).

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