THE CORRELATION BETWEEN INTERPERSONAL INTELLIGENCE AND STUDENTS' READING COMPREHENSION

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Abstract

The purpose of this study was to find out whether there is a correlation between students 'interpersonal intelligence and students' reading comprehension. The research design used in this research was quantitative correlational research. The populations in this study were 40 students of fourth semester at English Department in Academic Year 2019/2020. The population was selected by simple random sampling technique. The sample in this research was 29 students. Interpersonal Intelligence Questionnaire and Reading Comprehension Test were used as instruments of this study after the validity and reliability tests of the two instruments were conducted. The data normality test used in this study was Kolmogorov Smirnov. The researcher analyzed the correlation using the Pearson Product Moment formula to find out correlation between Students' Interpersonal Intelligence and Students' Reading Comprehension. The research found out that there was a significant correlation between Students' Interpersonal Intelligence and Students' Reading Comprehension of fourth semester at English department Universitas Riau Kepulauan in Academic Year 2019/2020. Suggestions were taken by researcher, namely that teachers must be aware of the importance of interpersonal intelligence in students to assist students in honing students 'interpersonal intelligence and students must realize and hone interpersonal intelligence that is in themselves.

Keywords: *Correlation, Interpersonal Intelligence and Reading Comprehension.*

INTRODUCTION

Reading is one of the four skills that must be mastered in English lessons. Basically, aside from speaking and listening and writing skills, reading is also a tool to communicate with other people around the world. When someone reads fluently, good intonation and correct pronunciation other people will easily understand what is being said. Therefore, in the process of teaching and learning English in the classroom are required to include reading skills to form courage and build students' ability to read a text, especially in English texts.

Liderholm & Van den Broke (2002, p.778) state that successful reading includes the ability to adjust processing so that learning objectives, as a function of reading goals, are met (Grabe, 2009, p.11). Based on the statement above, it can be said that in the process of learning to read, especially in English in the classroom, it can be said to be successful if there is a clear function and purpose obtained by a student such as the purpose of reading to find information from a reading. It is to improve students' pronunciation skills while reading a text and enrich their vocabulary.

However, based on researcher's observations and experiences when students meet related subjects and lead to the ability to read, especially when they are told to read reading

texts in English. Most students still have difficulty reading the English reading text with good intonation, fluency in reading and incorrect pronunciation. Some students are not even confident and ashamed to read the English text even though only a few sentences. In addition, students also have difficulty comprehending the contents of a reading in English such as when told to retell the essence of a reading and work on the questions whose answers are contained in the reading text.

Based on the problems faced by students above, the skills and intelligence needed are very important of a student to motivate and encourage themselves in reading comprehension. The intelligence possessed by a student in this case is not only intelligence in terms of knowledge. However, other intelligence must also be possessed by a student such as intelligence in terms of how to capture the subject matter provided by the teacher, intelligence to understand the intentions of others or motivation provided by others to be an encouragement to continue to practice reading. As defined by Goleman (1995, p. 285), intelligence is an ability such as being able to motivate oneself and persist in the face of frustrations, to regulate one's mood and keep distress from swamping the ability to think, to empathize, and to hope (McFarlane, 2011, p. 3). Intelligence is also the ability used to get whatever people want in life and the ability to improve ourselves for the better. Students who do not have the intelligence as described above, will have difficulty when facing problems in reading skills and tend not to care.

According to Armstrong (2009, p. 6), Intelligence is divided into eight types: Linguistic, Logical - Mathematics, Spatial, Kinesthetic-Body, Musical, Interpersonal, Intrapersonal, and Naturalist. In this study the researcher took one of the eight types of intelligence above, namely Interpersonal Intelligence. Interpersonal intelligence is a person's ability to understand and make a difference in the moods, intentions, motivations, and feelings of others. This can include sensitivity to facial expressions, voice and movement (Armstrong, 2009, p. 6).

The problem of interpersonal intelligence of students that often arises is that students do not want to communicate with other students, do not have good self-confidence and are unable to understand the motivation given by others to him. This problem is closely related to students' reading skills because if students have interpersonal intelligence problems, these students will not want to ask questions and discuss problems they find when practicing reading to others, these students will not be confident in and embarrassed when told to read.

Students also cannot respond to other people's motivations to make themselves more enthusiastic in improving their reading comprehension skills.

1. Reading Comprehension

According to Grabe and Stoller (2013, p.3), reading is the ability to draw meaning from printed pages and interpret this information appropriately**.** Grabe (2009, pp.14-16) explains that reading is the process of receiving and interpreting information encoded in the form of language through print media. Bojovic (2010, p.1) defines that reading is something that is complex, directed, interactive, understanding, flexible activities that require a lot of time and resources to develop. Based on some of the definitions described above, it can be concluded that reading is an activity that has a purpose, an ability to understand something that can be done anywhere and takes a long time to develop one's reading ability and is an ability that must be possessed by someone to find and take the meaning and purpose of reading the text and get the information needed and understand information.

Grabe and Stoller (2013, p. 11) defines that reading comprehension is a skill used to understand the content and information contained in a reading and then interpret the meaning in the reading correctly. Klingner, Vaughn & Boardman (2007, p. 8) explain that reading comprehension is an activity involving several things such as reader interaction and reading text, one's willingness to read reading text, experience and knowledge possessed by a reader. it can be concluded that reading comprehension is the skill and activity of understanding the content and information contained in the reading and then interpreting the meaning in the reading correctly by involving several things such as reader interaction and reading the text, one's willingness to read the reading text, experience and knowledge possessed by readers.

In reading activities there are four main objectives (Grabe and Stoller, 2013, p. 7), namely: reading to search for simple information and reading to skim, reading to learn from texts, reading to integrate information, write and critique texts, and reading for general comprehension. The reading process is divided into three main categories (Nunan, 2003, pp. 70-72) they are: Bottom-up Model consist of lower-level reading processes, Top-down Model begin with the idea that comprehension resides in the reader, and Interactive Approach to reading would include aspects of both intensive and extensive reading.

According to Nunan (2003, pp. 74-77), there are eight principles for teaching reading, namely: Exploit the reader's background knowledge, Build a strong vocabulary base, Teach

for comprehension, Work on increasing reading rate, Teach reading strategies, Encourage readers to transform strategies into skills, Build assessment and evaluation into your teaching, and Strive for continuous improvement as a reading teacher.There are four types of reading activities (Brown, 2004, p. 189), namely: Perceptive Reading which involves attending to the components of larger stretches of discourse; letter, words, punctuations, and other graphemic symbols, Selective Reading recognition of lexical grammatical, or discourse feature of language within a very short stretch of language, Interactive Reading focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical , and discourse) within texts of moderately short length with the objective, and Extensive Reading applies to texts of more than a page.

Klingner, Vaughn & Boardman (2007, pp. 18-40) describes that several methods used in assessing students' reading comprehension: Norm-Referenced Tests Criterion-Referenced Tests Curriculum-Based Assessment Interviews and Questionnaires Observation Retelling Think-Aloud Procedure. All of the assessments outlined above are used to assess students' reading comprehension skills. In addition, there are eight features used to assess a student's reading comprehension (Brown, 2004, p.26) they are: Main idea (Topic), Expressions / idioms / phrases in context, Inference (implied detail), Grammatical features, Details (scanning for a specifically stated detail), Excluding facts not written (unstated details), Supporting ideas, and Vocabulary in context.

2. Interpersonal Intelligence

Basically humans are created with different intelligence. But all humans created must have a combination of intelligence in him. Therefore it is important for a human being to understand, understand and hone his intelligence to face all the problems that will be faced in this world. Armstrong (2009, p. 5) states that it is very important for humans to recognize and maintain all diverse intelligences, and all combinations of intelligence. According to Goleman (1995, p. 285), intelligence as abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize, and to hope (McFarlane, 2011, p. 3). According to Sternberg (2004 p. 1), intelligence as skills in achieving whatever it is you want to attain in your life within your sociocultural context by capitalizing on your strengths and compensating for, or correcting, your weaknesses (McFarlane, 2011, p. 3). it can be concluded that intelligence is a skill possessed by a human

being to achieve something to be achieved, control emotions in themselves and the ability of a person to solve various kinds of problems that will be faced in this life.

According to Armstrong (2009, pp. 6-7), there are eight types of intelligence possessed by humans, namely; Linguistic: The capacity to use words effectively, Logical-mathematical: The capacity to use numbers effectively, Spatial: The ability to perceive the visual-spatial world accurately, Bodily-kinesthetic: Expertise in using one's whole body to express ideas and feelings, Musical : The capacity to perceive discriminate, transform and express musical forms, Interpersonal: The ability to perceive and make distinctions in the mood, intentions, motivations, and feelings of other people, Intrapersonal: Self-knowledge and the ability to act adaptively on the basis of that knowledge, and Naturalist: Expertise in the recognition and classification of the numerous species — the flora and fauna.

Armstrong (2009, p. 7) explains that interpersonal is the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. It can be interpreted that interpersonal intelligence is an intelligence that humans have to understand the feelings of others, this intelligence is characterized by the ability to digest and respond appropriately to the moods, temperaments, motivations, and desires of others.

According to Hoekstra (2014, p. 4), interpersonal strong intellect has a good self-image, knows what he is good at and feels confident. Therefore, it can be said that students who have high interpersonal intelligence, these students will have high confidence when told to read English texts without hesitation and fluency, students who have high interpersonal intelligence can also quickly understand the explanations of others when others give suggestions or criticism of their reading abilities, and students who have high interpersonal intelligence will not hesitate to work together and ask others if he finds difficulties when doing reading activities and he also will not hesitate to explain to his friends who have difficulties in reading practice. Otherwise, students who have low interpersonal intelligence, students will feel less confident, doubtful and feel embarrassed when they want to read English texts , students who have low interpersonal intelligence also have difficulty quickly understanding other people's explanations when others give suggestions or criticisms about their reading abilities, and students who have low interpersonal intelligence will be reluctant to ask others if they have difficulty while practicing reading English texts and do not want to explain to their friends who have difficulty in reading practice.

There are seventeen characteristics of people who have interpersonal intelligence in themselves (Hoekstra, 2014, p. 4), They are: Good verbal communicators, Skilled nonverbal communicators; they are aware of the nonverbal message they give, Good listeners to both verbal and non-verbal messages, Have the capacity to understand the intentions, motivations and desires of other people, Empathetic, React appropriately to other people's needs, Confident, Extroverted, Enjoy social events, Enjoy teaching and helping others, Learn best by working with others, Have the capacity to understand oneself, Can appreciate another person's feelings, fears and motivations, Are good at discussions and debate, Create positive relationships with others, See situations from different points of view, and Good at resolving conflict in groups.

The teachers need to use several methods that will help them to assess the intelligence possessed by students (Armstrong, 2009, pp. 34-42), including: Observation and Checklist, Collect Documents, Look at school records, Talk with other teachers, Talk with parents , and Ask students (Questionnaire).

RESEARCH METHODOLOGY

This type of research that used in this study was quantitative research using correlation research design that was to test and prove that there is a significant correlation between interpersonal intelligence that exists in students and student's reading comprehension in English that was presented in the form of numerical and statistical data. According to Sugiyono (2012, p.14), quantitative research is research based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data are quantitative or statistical in order to test the hypotheses that have been set.

According to Sugiyono (2012, p.117), the population is a generalization area that consists of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. In this research the fourth semester students were taken at the Universitas Riau Kepulauan as population with a total population of 40 students. Sugiyono (2012, p.118) explains that the sample is part of the number and characteristics possessed by the population. The sample that was taken by the researcher in the title of this study was the fourth semester students of Universitas Riau Kepulauan that consisted of 29 students. According to Sugiyono (2012, p. 118), the sampling technique is a

technique used to determine the sample to be used in research. In this research used simple random sampling technique, because the sample was chosen from population that had similar probability to be a sample. As defined Sugiyono (2012, p.120), to be simple (simple) because the sampling of members of the population is done randomly without regard to strata that exist in that population.

The data collection techniques for Instrumentation used in this research were Questionnaires and Reading Comprehension Test. Questionnaire was used for getting the information needed, this questionnaire contained several statements and the statement distributed to all students and then filled out by each student with answers ALWAYS, OFTEN, SOMETIMES and NEVER. The statements that used in this questionnaire was taken and developed from the characteristics of people who have higher or lower interpersonal intelligence expressed by Hoekstra (2014, p. 4). The 50 statements contained in this questionnaire consisted of 40 statements adopted and 10 statements made by the researcher.

Moreover, Reading comprehension test was used as the instrument to measure students' understanding of reading tests. In this Instrument, there are several questions that answered by students according to their ability to understand the contents of the reading and the questions. The instruments used in this research were tested for validity, reliability and normality first before being used as a research instrument. The external validity test type was used in this research because the instruments created in this study aim to find the correlation between the items made with the reality experienced and felt by the students themselves. In the validity test, the Pearson Product Moment Correlation formula was used. Following are the steps for calculating the validity of the data in this study: 1).Creating an item analysis table for all questions, 2).Creating an item analysis table for each question, 3).Input data into the product moment correlation formula. Spearman Brown formula was used to analyze the reliability of the data. Furthermore, to test the normality the researcher used the Kolmogorov-Smirnov formula.

In this research, the purpose of data analysis was to determine the correlation between students 'interpersonal intelligence and students' reading comprehension. The data in this study are interval data, therefore in this study the Product Moment correlation technique was used to analyze the data.

RESEARCH FINDINGS

To obtain data about the students' score of interpersonal intelligence, the instrument used is an interpersonal intelligence questionnaire.

Table 1.Score of Students' Interpersonal Intelligence Questionnaire

CLASS	Number of Sample	Lowest Score	Highest Score	Mean (X)	Standard of Deviation
Fourth Semester of English Department in Academic Year 2019/2020	29 Students	53	86	71,13	45,56

The result showed from 29 samples; the lowest score was 53, the highest score was 86, the mean was 71,13 and standard deviation was 45,56.

To obtain data about the students' score of reading comprehension, the instrument used is a reading comprehension test. The question in this test was developed from the eight features used to assess a student's reading comprehension according to Brown (2004, p.26).

Table 2. Score of Students' Reading Comprehension Test

CLASS	Number of Sample	Lowest Score	Highest Score	Mean (X)	Standard of Deviation
Fourth Semester of English Department in Academic Year 2019/2020	29 Students	48	84	67,72	10,21

The result showed from 29 samples; the lowest score was 48, the highest score was 84, the mean was 67,72 and standard deviation was 10,21.

After testing the validity of the Interpersonal Intelligence Questionnaire on 18 respondents in the sixth semester, from 50 instrument items, the 50 questionnaire items tested were all valid. Therefore, all items in questionnaire were used in this study. After testing the validity of the Instrument Reading Comprehension Test on 18 respondents in the sixth semester, from 25 instrument items, there were 21 valid items, namely item number 1,2,4,5,6,7,8,9,10,11,13,14,15,16,17,18,19,20,21,22 and 25. Therefore, only 21 valid items were used in the study.

Table 3. Result of Reliability Test of the Interpersonal Intelligence Questionnaire

Variable	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$
Interpersonal Intelligence	1519	1393	130479	109525	119337

For the reliability test above, the results of the value of 18 respondents in the sixth semester were correlated with the odd and even item items from the interpersonal intelligence questionnaire instrument by using the product moment correlation formula. Then after the results are obtained, the results of the correlation are calculated into the Spearman Brown reliability test formula. The result of the reliability test on the interpersonal intelligence questionnaire is 0.946. It means that r_i is bigger than r_t. It can be concluded that the research instrument of interpersonal intelligence questionnaire in this research was reliable.

Table 4. Results of Reliability Test of the Reading Comprehension

Variable	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$
Reading Comprehension	616	676	22336	26672	23800

The result of the calculation of the reliability test on the reading comprehension test instrument was 0.688. It means that r_i is bigger than r_t. It can be concluded that the research instrument of reading comprehension test in this research was reliable.

Table 5. Normality and Calculation Data of Students' Interpersonal Intelligence

Variable	F	$\sum FX$	$\sum x^2$	$\sum fx^2$
Interpersonal Intelligence	29	2063	88627	148597
Samples				

For the normality test of interpersonal intelligence questionnaire above, the results of the value of 29 samples in the fourth semester are sought for the average value and standard deviation first. Then the values obtained were categorized into good categories, moderate categories and less categories. In this research, for the Interpersonal Intelligence questionnaire it was found that the Mean (x) was 71, 137931 and the Standard Deviation x was 45.563143. Therefore, the results of the interpersonal intelligence questionnaire data category can be seen from the table below:

Table 6. Score Category for Students' Interpersonal Intelligence

No	Score	Frequency	Percentage (%)	Category
1	More of 117	**0**	0,00	Good
2	26 – 117	**29**	1,00	Moderate
3	Less of 26	**0**	0,00	Less
	Total	**29**	**100**	

From category based on table 6, researcher concluded that:

1) The percentage of Students' Interpersonal Intelligence for good level is 0,00%. It means that there is no student categorized into good category.

2) The percentage of Students' Interpersonal Intelligence for moderate level is 1,00%. It means that there are 29 students categorized into moderate category.

3) The percentage of Students' Interpersonal Intelligence for less level is 0,00%. It means that there is no student categorized into less category.

After obtaining the results of the mean and standard deviation of the interpersonal intelligence questionnaire scores from each student, the data normality is calculated from the interpersonal intelligence questionnaire. The results obtained [FT - FS] max was 0.6736. [FT - FS] 0.6736 is bigger than Kolmogorov's table with the significant level of 5% was 0.246. It means Ho is received. Therefore, the data of interpersonal intelligence was in normal distribution.

Table 7. Normality and Calculation Data of Students' Reading Comprehension

Variable	F	$\sum FY$	$\sum y^2$	$\sum fy^2$
Reading Comprehension	29	1964	1413,132729	3026,38393
	Samples			

Normality test of reading comprehension test above, the results of the value of 29 samples in the fourth semester are sought for the average value and standard deviation first. Then the values obtained were categorized into good categories, moderate categories and less categories. In this research, for the reading comprehension test it was found that the Mean (y) was 67, 7241 and the Standard Deviation y was 10,215579. Therefore, the results of the reading comprehension test data category can be seen from the table below:

Table 8. Score Category for Students' Reading Comprehension

No	Score	Frequency	Percentage (%)	Category
1	More of 78	**2**	0,06896	Good
2	58 – 78	**24**	0,8275	Moderate
3	Less of 58	**3**	0,10344	Less
	Total	**29**	**100**	

From category based on table 8, researcher concluded that:

1) The percentage of Students' Reading Comprehension for good level is 0,06896%. It means that there are 2 students categorized into good category.

2) The percentage of Students' Reading Comprehension for moderate level is 0,8275%. It means that there are 24 students categorized into moderate category.

3) The percentage of Students' Reading Comprehension for less level is 0,10344%. It means that there are 3 students categorized into less category.

After obtaining the results of the mean and standard deviation of the reading comprehension test score from each student, the data normality was calculated from the reading comprehension test. The results obtained [FT - FS] max was 0,9744. [FT - FS] 0,9744 is bigger than Kolmogorov's table with the significant level of 5% was 0.246. It means Ho is received. Therefore, the data of reading comprehension was in normal distribution.

In hypothesis testing, data analysis aims to find the correlation between students 'interpersonal intelligence and students' reading comprehension using the Pearson formula for product moment correlation with level significant of r_t 1% and 5%. The table of the results of the correlation scores between students 'interpersonal intelligence and students' reading comprehension can be seen below:

Table 9.Table Calculation of Product Moment Correlation betweenStudents' Interpersonal Intelligence and Students' Reading Comprehension

$\sum X$ (Interpersonal	$\sum Y$ (Reading	$\sum X^2$	$\sum Y^2$	$\sum XY$

Intelligence)	Comprehension)			
2063	1964	148597	135312	139920

The results above show the results of 29 samples in the fourth semester for the total score between the interpersonal intelligence questionnaire and the reading comprehension test. The results of the correlation (r_{xy}) are 0.996. It means that $r_{xy} = 0.996$ is bigger than r_t 5% and 1% N 29 = 0.367 and 0.470 or it can be written as 0.367 <0.996> 0.470. Therefore, in this research it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it means that there is a significant correlation between students 'interpersonal intelligence and reading comprehension students' of fourth semester English department Universitas Riau Kepulauan in Academic Year 2019/2020.

DISCUSSION

The researcher found that r_{xy} was 0,996 after that making an interpretation based on the calculation whether any correlation between the interpersonal intelligence and reading comprehension English department students' of fourth semester students Universitas Riau Kepulauan in Academic Year 2019/2020.

The results obtained by researcher through an interpersonal intelligence questionnaire from 29 students who were the research sample, 27 students had high interpersonal intelligence scores and 2 students had low interpersonal intelligence scores. The high or low score of interpersonal intelligence obtained by students is in accordance with the results of the interpersonal intelligence questionnaire, because the statement developed in the questionnaire items is a statement that represents whether a student has high interpersonal intelligence or the student has low interpersonal intelligence. If the students choose a lot of answers that lead to agreement with the statements in the questionnaire, then the students have high interpersonal intelligence. However, if the student chooses an answer that leads to disagreement with the statements in the questionnaire then the students have low interpersonal intelligence.

The results obtained by researcher through a reading comprehension test from 29 students who were the research sample, 26 students had high reading comprehension scores and 3 students had low reading comprehension scores. The high and low scores of reading comprehension tests obtained by students are in accordance with the skills and abilities they

have in reading comprehension. However, another factor that is able to influence the high and low of the test scores is psychology, students who do not have good skills and abilities in reading comprehension will ask questions and cooperate with their friends who have good skills and abilities in reading comprehension so that test scores were high. Otherwise, if students who do not have good skills and abilities in reading comprehension take the reading comprehension test itself and do not ask anyone, the scores were low.

From the result data of students' interpersonal intelligence and students' reading comprehension above, the researcher concluded that there is a correlation between students' interpersonal intelligence and students' reading comprehension skills. This is indicated by the scores obtained by all students from the interpersonal intelligence questionnaire and reading comprehension tests. This score shows that the average student who gets a high score on the interpersonal intelligence questionnaire will get a high reading comprehension test score. Otherwise, the average student who gets a low score on the interpersonal intelligence questionnaire will get a low reading comprehension test score. This case happened because if students have high interpersonal intelligence in themselves, these students will think of doing the test by working together, asking questions and studying with other students who have good skills in reading comprehension. However, if students have low interpersonal intelligence in themselves then these students will do the test alone and will not ask other students who have good skills in reading comprehension.

CONCLUSION

Based on the analysis data above, the result of data analysis which r_{xy} was 0,996. In r_t level significant 5% r_t is 0,367. While, the level significant 1% r_t is 0,470. It meant $r_{xy} > r_t$. It can be written = 0,367 < 0,996 > 0,470. Therefore, null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted. Therefore, the researcher concluded that there is a significant correlation between students' interpersonal intelligence and reading comprehension English department students' of fourth semester students Universitas Riau Kepulauan in Academic Year 2019/2020.

From the findings of this research, it can be concluded that students 'interpersonal intelligence can affect students' reading comprehension abilities. Interpersonal intelligence is the psychological side of a person from birth and to master it properly needs to be trained and honed. The role of a teacher in improving students' interpersonal intelligence is very

important in providing motivation, explaining interpersonal intelligence, students will realize and encourage themselves to increase their interpersonal intelligence such as understanding other people, communicating with others. Students must realize and hone interpersonal intelligence that is in themselves and utilize interpersonal intelligence to work together and communicate with others with the aim of improving reading comprehension.

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