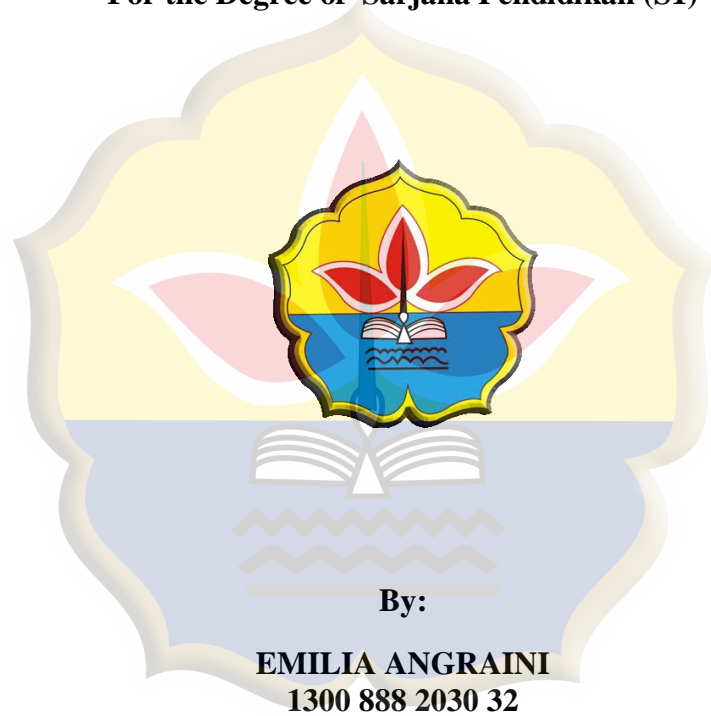


**THE CORRELATION BETWEEN INTELLIGENCE QUOTIENT AND  
ENGLISH LEARNING ACHIEVEMENT AT THE ELEVENTH  
GRADE OF SMA NEGERI 9 KOTA JAMBI**

**THESIS**

**Submitted As Partial Fulfillment of Requirement  
For the Degree of Sarjana Pendidikan (S1)**



**ENGLISH STUDY PROGRAM  
TEACHERS TRAINING AND EDUCATION FACULTY  
BATANGHARI UNIVERSITY  
JAMBI  
2017**

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## ABSTRACT

Angraini, Emilia. 2017". "The Correlation between Intelligence Quotient (IQ) and English Learning Achievement at the Eleventh Grade of SMA N 9 Kota Jambi Academic year 2016/2017". A thesis. English Study Program of Language and Art Department the faculty of Teacher Training and Education. Batanghari University Jambi. The first Advisor, Dr. Suyadi, S.Pd., M.A the second advisor Nurul Fitri, SS. M.Hum.

Keyword : Intelligence Quotient , English learning Achievemen

The purpose of this research is to find out whether Intelligence Quotient really has any correlation to English learning achievement? The subject of this research is Student at Eleventh grade at SMA N 9 Kota Jambi Academic year 2016/2017. The sample of this research is 35 student. The instrument of this research is documentation. The, researcher conducted the field research by getting students' IQ score from schools' data that had been tested by GOOD & GREAT Consultant psychological services and with used report book that have given by English teacher of eleventh grade. Then, used one of correlation formula. It is used Spearman Rank correlation, The result of this research are: The result value of 0,838 indicated that the values of the relationship variable X and variable Y apparently showed very high correlation. From the data of students' IQ score and English score, it appeared that the correlation index between variable X and Variable Y is 0,838. It means there is a positive correlation between two variable. The researcher used the interpretation with table of value "r":  $df = N - nr = 35 - 2 = 33$ . Looking at the table of values in the distribution of t or  $t_{table}$ ,  $\alpha = 0,01$  of 35 in  $t_{table}$  is 2,807. Based on calculation about ,  $t_{count}$  is higher than  $t_{table}$  or  $8,822 \geq 2,807$ , and then  $H_1$  is accepted and  $H_0$  is rejected. , it concluded that there is correlation between students' intelligence Quotient (IQ) and their English learning achievement, and hypothesis of the research is accepted, it means that between both variables have correlation.

## ACKNOWLEDGEMENT

First of all, I would like to say thanks to allah the one who has a power of all. For giving health and guidance, so I could finish the thesis entitled “The Correlation between Intelligence Quotient and English Learning Achievement at the Eleventh Grade of SMA N 9 Jambin Academic 2016-2017”. I am aware that this thesis cannot be separated from other people’s help and guidance. Therefore in this special opportunity, I would like to thank to the following people helped an supported to gain the success.



Jambi, july 30<sup>th</sup> 2018

The writer

Emilia Angraini

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Research

Language is the most important part in human life. Nowadays people try to learn and communicate many foreign languages. That is why Indonesian education put some foreign languages. That is why Indonesian education put some foreign language in education level in Indonesia. English is one of those foreign language decided as the first foreign language that should be taught in schools by Indonesian government. English is an international language that is important to interact with other people in different countries, for various purposes. Therefore English is important in career development. Students need to understand English to face global competition, therefore the English language in Indonesia become a compulsory subject.

So, learning English is now important to most of the people and that is why it is taught from preschool level into university level. English is usually learned in the classroom with some certain textbooks. And many courses apply many teaching technique so students can learn English in many different ways. English that is being taught covers four main skills; they are listening, speaking, reading and writing.

Based on statement above, one of factors that influence students' achievement is intelligence Quotient (IQ). According to Azwar (1996: 51) Intelligence Quotient (IQ) is the number of normative intelligence test results that expressed in terms of the ratio (Quotient) and was named to the intelligence quotient. This resulted is produce high

and low intelligence of each individual. Originally, IQ or intelligence Quotient was used to detect persons of higher intelligence, and to detect children of lower intelligence in order to place them in special education programs. Like the intelligence Quotient (IQ) score of SMA N 9 Jambi student, the eleventh grade students' in this school have variation if intelligence Quotient (IQ) score, some of them have high intelligence Quotient (IQ) that refers to very superior or superior, average intelligence Quotient (IQ) that refers to average or moderate and the others have low intelligence Quotient (IQ) that refers to low average.

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

The results of the learning process can be seen in students' academic achievement. According to Syah (2011:148) learning achievement are changes in behavior that are considered important expected to reflect the changes that occur as a result of students learning, both dimensionless creativity, and sense of dimension and intention.

It was realized that human's life never static but also always dynamic and full of challenges. People that have high intelligence Quotient (IQ) Score (smart and brilliant) maybe steadily can improve and success, but when they face the problem, like failures in job or missing meaningful people, not all people with high intelligence Quotient (IQ) can stand up, because beside intellectual intelligence, people also have other intelligence like emotional Quotient (EQ) and spiritual Quotient (SQ) which also believed can determine someone success. Today intelligence Quotient (IQ) absolutely gets many responsibilities for some theories like emotional quotient and spiritual quotient, but intelligence Quotient (IQ) has right and clear measurement or formula

From the definition above, there are some participants who involve in student's achievement in learning language especially in learning English language. So, the writer is eager to know more deeply about how far intelligence Quotient (IQ) influence educational field especially in learning achievement. And based on the description above, the researcher interested in doing research that focuses on **“The Correlation of Intelligence Quotient (IQ) and English Learning Achievement (Case Study: eleventh Grade of SMA N 9 Jambi Academic Year (2016/2017)).**

## **1.2 Limitation of the Problem**

In order to make it simpler make a limitation of this research on the problem of correlation between intelligence Quotient (IQ) and learning achievement in English, they are:

- a. Intelligence Quotient (IQ) test measurement result used by GOOD & GREAT Consultant psychological services for eleventh grade students in SMA N 9 Jambi.
- b. The research subject was the eleventh grade of student who has followed the intelligence Quotient (IQ) test by GOOD & GREAT Consultant psychological services in SMA N 9 Jambi Academic year (2016/2017),
- c. The English learning achievement, which taken data of English report book by the English teacher of eleventh grade students in SMA N 9 Jambi.

## **1.3 Formulation of the Research**

Based on limitation of the problem above, the formulated as follow: is there any significant correlation between Intelligence Quotient (IQ) and English learning achievement at eleventh grade of SMA N 9 Jambi in Academic year 2016/2017?

## **1.4 Purpose of the Research**

Based on the background above, purpose of the research are :

To find out whether intelligence Quotient really has any correlation to English learning achievement to find out whether the correlation effect the students' English learning achievement.

## 1.5 Benefit of the Research

The benefit of this research was expected to be of any use theoretically and practically,

1. Theoretically, the researcher wants to know whether intelligence Quotient (IQ) has correlation in subject especially English, and how the students' achievement in learning English.

2. Practically, the result of research as follows:

- a) For the teacher

The researcher hopes that every student has different intelligence Quotient (IQ). The result of this research is expected to be useful for English teacher in improving their teaching capacity to improve their students' Achievement.

- b) For the students

It may help students to know their value of intelligence Quotient (IQ), interest and talents, and how they can adapt and solve the problem. The researcher hopes the result of this research can encourage students' motivation to improve their achievement in mastering English.

- c) For the other researchers

It is expected that the findings will be used as starting points and can provide a reference or comparison for another researchers.

## 1.6 Variables of the Research

The independent variable in this research is Intelligence Quotient (IQ) that has by eleventh grade student (variable X) and the dependent variable in this research is the achievement of learning English by eleventh grade student (variable Y).

The definitions of variable in this research are:

1. **Intelligence Quotient (IQ)** has frequently been defined as score from IQ test that shows the ability to adjust to environment or to learn from experience.
2. **English Learning Achievement** is score from an ability of students in mastering lessons (English), or a process of organizing the ability to obtain the successful object with the effort and skills.

## 1.7 Basic Assumption

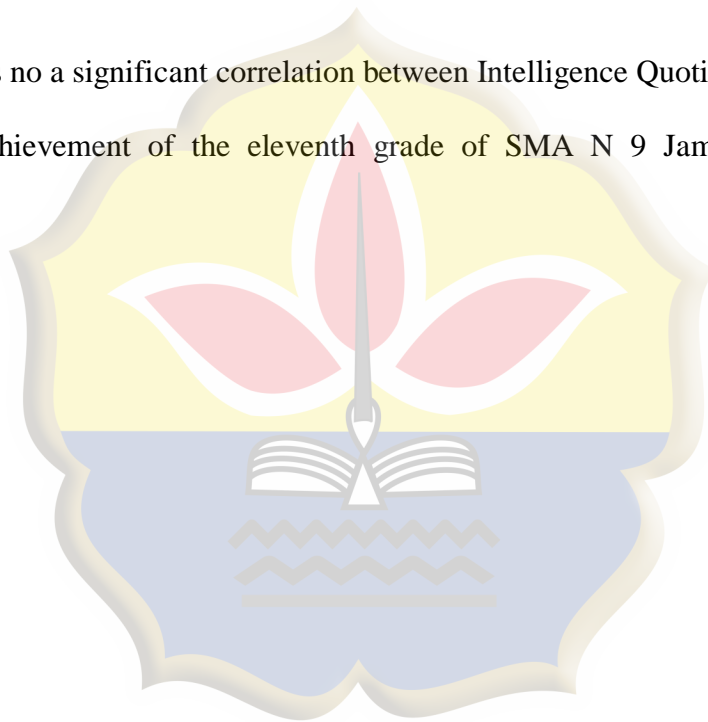
The basic assumption that usually students who have high intelligence quotient (IQ), then the achievement results obtained by students is also high. Basically intelligence Quotient (IQ) has relationship a profound effect on the success of the person in learning something especially in learning English. The results of the learning process can be seen in students' academic achievement. The method of test intelligence Quotient (IQ) that used was by GOOD & GREAT Consultant psychological services.

## 1.8 Hypothesis

Based on the conceptual research above, the researcher purposed the hypotheses are as follows:

H<sub>1</sub>: There is a significant correlation between Intelligence Quotient (IQ) to English learning achievement of the eleventh grade of SMA N 9 Jambi academic year 2016/2017.

H<sub>0</sub>: There is no a significant correlation between Intelligence Quotient (IQ) to English learning achievement of the eleventh grade of SMA N 9 Jambi academic year 2016/2017.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Review of the Related Theories**

Related to this section will be described further about theories that explain the understanding of quotient, understanding of learning, factors that affect learning achievement, the linkage of intelligence with the achievement of learning.

##### **2.1.1 Intelligence Quotient (IQ)**

###### **2.1.1.1 Definition of Intelligence**

While Intelligence is one of the most talked about subject in psychology, there is no standard definition of what exactly constitutes 'intelligence'. Some researchers have suggested that intelligence is a single, general ability: while other believe that intelligence encompasses a range of aptitudes, skill and talents. According to Garrett (in Dalyono, 2010: 183) intelligence, includes at least the abilities demanded in the solution of problems which require the comprehension and use of symbols. Through intelligence, the psychologies can understand the overall intellectual is ability inborn.

Each person feels easy to understand the meaning of intelligence as well as understanding the meaning of the term emotion or personality. Part of the answer lies in the belief that intelligence is able to predict many aspects of human behavior. However, intelligence cannot be defined so easily. There are many other aspects of intelligence. According to Binet (1857-1911) & Simon, intelligence consists of three components, namely the ability to direct one's thoughts or action, the ability to

change the course of action when that action has been implemented, and the ability for self-criticism (auto criticism).

According to Wechsler (in Azwar, 1996:7) Intelligence is a collection or totality of a person's ability to act purposefully, to think rationally and deal effectively with the environment. That intelligence was made up of specific elements that could be isolated, defined, and subsequently measured. According to Amstrong (1995:912) has developed three component theories of intelligence that are analytical, creative, and practical intelligence. According to him, practical intelligence is not assessed in traditional IQ test, but it easy to measure, and it allows people to adapt effectively to the demands of work and daily life.

According to Azwar (1996) he states that among the many attributes of the concept of logical psychology in man, intelligence is a difficult concept to define, but is also the most popular. Intellectual ability is not an emotional or moral, and not affected by the craft or passion. The ability of the public, not special is not limited to certain types of work, but get into all that we do, say and think.

Based on the theories above the researcher can take the conclusion that intelligence is a process that involves the mental ability to think rationally, intelligence can usually be called as the general problem solving skills that human beings process. This is the mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly, etc, therefore, intelligence cannot be observed directly, but must be inferred from a variety of real action which is a manifestation of the process of rational thinking.

### 2.1.1.2 Definition of Intelligence Quotient

Intelligence Quotient is a number used to indicate a person's intelligence. A person's IQ is based on comparison of his or her score on an intelligence test with the scores of others on the same test. According to Azwar (1996: 51) Intelligence Quotient (IQ) is the number of normative intelligence test results that expressed in terms of the ratio (Quotient) and was named to the intelligence quotient. The IQ is a measurement (a number) of the "intelligence" trait that each and everyone has to a greater or lesser degree in comparison with others, IQ is the stands for intelligence quotient, and refers to a score given for several standardized intelligence test. The higher the test results obtained by a person, the higher the level of intelligence they have.

At the first time, IQ was calculated from the results of the *Binet* intelligence test (in Azwar: 51) by comparing the test scores obtained one child with the child's age. Originally, it was a quotient (a ratio):

$$\text{IQ} = \frac{\text{MA}}{\text{CA}} \times 100$$

MA is mental age, the typical Intelligence level found for people at a given chronological age. CA is chronological age, the actual age of the child taking the intelligence test. 100 is constant rate to avoid decimals.

The Intelligence Quotient (IQ) scores were obtained from a test of intelligence. Thus, IQ only gives little indication of a person's intelligence level and does not reflect a person's overall intelligence. IQ test was able predict a person's achievement. Based on opinion above the author can draw the conclusion that Intelligence and IQ have different meanings, Intelligence is the ability of a person in thinking, while intelligent quotient or (IQ) is a score achieved from the test of intelligence.

#### **2.1.1.3 Testing Intelligence Quotient (IQ)**

One way is to use a test called "testing intelligence". Intelligence test is a test that aims to measure intelligence and intelligence is what is measured by intelligence tests. Testing intelligence means testing peoples' abilities that are elated to intelligence. Abilities that show the intelligence of an individual are tested in intelligence tests. According to Budiman (2004: 131) most of the intelligence tests measure some common abilities simultaneously, intelligence tests can be of many types, verbal intelligence test and non-verbal intelligence tests assess intelligence without placing language demand on either the examiner. These tests test the examinees' level of intelligence through their ability to analyze information and solve problem using visual materials. As a result, insufficient knowledge of a language does not harm the performance of an individual in the intelligence test. Non-verbal intelligence tests comprise matrix test where a series of design are displayed and

examinees are required to complete the series or delete any particular design that does not relate to the series and so on.

In the research, the researcher got the data of IQ test from SMA N 9 Jambi. IQ tests organized by GOOD & GREAT Consultant psychological services that using method IST (intelligence – structure - test).

Based on the above explanation it can be concluded that Intelligence quotient (IQ) testing by using test to measure intelligence, most intelligence tests measure several common abilities simultaneously, intelligence test can be of various kinds, verbal intelligence test and non-verbal intelligence test.

#### **2.1.1.4 Components of intelligence Quotient (IQ) Test**

Intelligence has more to do with habits that have the ability of two things, to solve the problem and creating new product valued culture. There are key points of intelligence, they are; in general, people can develop their each intelligence to an adequate level mastery. Intelligence usually work together in a complex manner, does not stand alone. There are many ways to be intelligent within each category.

One method of IQ tests in Indonesia is IST. The IST is having adapted in Indonesia, this test was originally used by the army psychology (Psi-AD) Bandung, Bob Dengah and his friends, and then developed by persona London bureau psychology so as to achieve its present form. IST (Intelligence-structures-Test) is a

test of intelligence developed by Rudolf Amthauer in Germany in 1953. Intelligence is seen as a gestalt consisting of parts that interact significantly.

It is believed that some of the intelligence structure describing the specific work patterns that would fit with the Demands of a particular job or profession anyway. The test is constructed for ages 14 to 60 years after a trial of more IST can be used for individual test as well as classical. Each subtest has a way of working and a different time. The end result is a graph and a number that indicates the level of intelligence. The procedure is relatively simple and straightforward implementation. Instructions are printed on the front page of each sub-test. Tester can read the instructions or give demonstrations (e.g. labor) for subjects with high school education.

Based on the above explanation the researcher can be concluded that has some way or method in the intelligence test one of them intelligence quotient (IQ) test method in Indonesia IST (Intelligence-Structures-Test).

#### **2.1.1.5 Intelligence Quotient (IQ) score**

IQ supposedly, it is a score that tells one how “brought” a person is compared to other people. The average IQ is by definition 100; score above 100 indicate a higher than average IQ and score below indicate a lower than average IQ

**Table 2.1**

**IQ Classification**

<b>IQ Range (deviation IQ)</b>	<b>IQ Classification</b>
130 and above	Very superior
120-129	Superior
110-119	High average
90-109	Average
80-89	Low average
70-79	Borderline
69 and below	Extremely low

*Source: Wechsler, 2012.*

Apparently, the IQ gives a good indication of the occupational group that a person will end up in, through not of course the specific occupation. In their book, know your child's IQ, Wilson and Grylls outline occupations typical of various IQ levels.

**Table 2.2**

**Occupational Typical of Various IQ Levels**

140	Top civil servants; professors and research scientists
130	Physicians and surgeons; lawyers; engineers(civil and mechanical)
120	School teachers; pharmacists; accountants; nurses; stenographers; managers
110	Foremen; clerks; telephone operators; salesmen; policemen; electricians.
100+	Machine operators; shopkeepers; butchers; welders; sheet metal workers.
100-	Warehousemen; carpenters; cooks and bakers; small farmers; truck and van drivers.
90	Laborers; gardeners; upholsterers; farmhands; miners; factory packers and sorters

*Source: Javen, 2012.*

Based on the above opinion the researcher can conclude that IQ score is one way to know or compare score with others, and there is conclusion from the above table job classification with its high low IQ.

**2.1.1.6 Problems with Testing Intelligence Quotient (IQ)**

Like the definition of intelligence, the testing of intelligence is also not an easy task, there occur some problems in testing intelligence. According to Azwar (1996: 125) that intelligence test is a tool that is very effective and useful in the hands of the educated and well-trained expert. In the hands of those who do not have an



educational background in psychology or not trained in the use and to interpretation, a test will be very dangerous. Tests are used incorrectly or abused will be very detrimental to the person tested and the institutions concerned.

Test and measurement of intelligence is certainly not immune from the possibility of error. This is where the importance of testing the reliability and validity of the tests that will be used for public purposes. Although all intelligence tests that are used in professional services in various field of psychology and education have undergone reliability and validity testing referred to, but the results of intelligence tests still need to be interpreted and used with caution.

IQ obtained one of the intelligence tests at a time is not a label that is always attached to a person. Individual's physical and psychological condition as are the tests will be a lot of influence on the test result. If the individual being tested is in a state physically exhausted, then the results of intelligence tests is not going to the correct member information regarding intellectual capacities, even if the results of intelligence tests have been able to provide precise information about the intellectual capacities of individuals, but the predictive power to perform is dependent on many other variables. IQ is high, for example, in education generally give predictions on learning achievement is good. But if an individual who has a high IQ is apparently also achieve higher learning, is still dependent on other factors such as motivation and opportunity factors. High intelligence test results are actually not promise anything as long as not supported by other factors conductive.

Based on expert opinion above researcher concludes that in the measurement of intelligence has the possibility of error, the intelligence test should be done with caution. And inside a psychological physical state test also affects the test results, for example, if the individual is experiencing physical exhaustion.

## **2.2.1 Learning Achievement**

### **2.2.1.1 English Learning Achievement**

In educational field to measure how far the learning goes there is a learning achievement. Usually learning achievement is written in the report book or a report file. Learning achievement itself comes from accumulated numbers during certain time of learning process. Achievement is something that gained through certain times, it also needs some efforts to help, sometimes achievement takes time to do. There are some processes on it, it is also not easy for some people to reach.

According to Slameto (1995: 2) that learning is a process of the work done for someone to acquire a new behavior changes as a whole, as a result of this own experience in the interaction with the environment. In simple terms of understanding learning as suggested by the above opinion, can be taken to an understanding of the nature of the learning activity is a change that occurs within the individual.

According to Syah (2011:148) learning achievement are changes in behavior that are considered important expected to reflect the changes that occur as a result of students learning, both dimensionless creativity, and sense of dimension and intention. Learning achievement mastery or skill is developed by the subject indicated by test scores. Learning achievement is the result or level of ability that has been

achieved by students after participating in the learning process in a given time in the form of changes in behavior, skills and knowledge, and then be measured and assessed are then embodied in figures or statements. It can be concluded achievement is the result of interaction several factors that affect both the individual and the individual outside the concerned in order to obtain the maximum work.

English is one of the compulsory subjects in schools. It has been taught since elementary school through high school. It can be said the English language student achievement can be said to be successful if the student's interest in learning of the English and excitement in learning the lesson. In addition to their interests, talents were also able to support the results of student achievement in learning English because every person must have talent in terms of the potential to reach up to the level of performance that match the capacity of each so that talent can affect the level of learning achievement in specific subject areas. Only rely on student's interests and talents academic achievement cannot be achieved without the maximum intelligence or intelligence students, intelligence in general can be defined as the ability to react to stimuli psychophysical or adapt to the environment in an appropriate manner intelligence level students cannot doubt, determines the level of success in learning, especially in learning English. This means, the higher the intelligence capabilities of a student the greater the chances for success.

Based on the theories above the researcher can take conclusion that Learning achievement is the level of ability obtained by students after following the learning

process, and then measured and assessed then manifested in numbers. And English is a compulsory subject in school, students can be said to excel in English lesson if the score of their learning result is high.

### **2.2.1.2 Factors that Affecting Learning Achievement**

Nasution and his Colleagues (in Djamarah, 2011: 175) view that learning is not a stand-alone activity they concluded that there are other elements that are involved directly in it, namely raw input, teaching learning process, output, environmental input and instrumental input.

There are two factors that affect the achievement represented by Slameto (1995: 54), they are: internal factors and external factors. Internal factors are factors of the students themselves, including physical factors, which are influenced by the state of health or disability factors and psychological factors, comprise the talent, attitude and intelligence. In addition to the factors of the students themselves, there are also external factors affecting achievement, including: parents, school environment, and society.

Syah (2011:129) mentions the factors that affect learning can be divided into three kinds, namely: internal factors, external factors and factor approach to learning. All these factors are in many ways interrelated and influence each other. A student to be conserving to science or patterned extrinsic (external factors) for example, tends to take a simple approach to learning and profound. Instead of highly intelligence student (internal factors) and received positive encouragement from external factors

may be an approach to learn the more concerned with the quality of learning outcomes,. So, because of the influence of these factors on the above, students appear high-achievers (high achievers) and underachievers Low achievement) or fail complete.

Based on the explanations above the researcher can take conclusion that Learning achievement is also influenced by several factors, including physical factors, influenced by health conditions, talents, attitudes and intelligence. In addition to factors of the students themselves, there are also external factors that affect achievement, including: parents, school environment, and society

### **2.3.1 Previous study**

To support this writing the writer takes two previous studies. Both studies talk about correlation of IQ, and students' achievement at school. The first research was conducted by Gondal. The writer also uses this journal for reference. A journal by Gondal discusses a comparative study of Intelligence Quotient and Emotional Intelligence: Effect on employees' performance. The study aims to explore the cognitive and emotional aspects of intelligence and its related behavioral and psychological outcomes on employees' performance. Intelligence is considered as an important predictor for analyzing the employees' capabilities and their behaviors to perform the particular task. This is a quantitative crossectional study based on 300 employees selected from different organizations of telecom industry labor. The study reveals interesting findings about the nature of the relationship between individuals' intelligence quotient level and their respective performance. Indicating a new line of

research that intelligence quotient is found to be insignificantly related with employees' performance revealing that IQ alone is not sufficient for the success of employees. Whereas, emotional intelligence is found to have significant relationship with employees performance offers practical implication for organizations that emotional intelligence measures can be used in conjunction with other sources of information and psychometric tests like intelligence quotient, to support the human resource for the purpose of improving the overall effectiveness of an organization.

The second is research by Tjundjing. The writer also uses this journal for reference. A journal by Tjundjing discusses about IQ, and student's achievement. But in this research he adds another variable; it is AQ or known as adversity Quotient. Adversity quotient itself includes three elements of science; cognitive psychology, psychoneuroimmunology and neurophysiology. AQ holds two important components that they are theories and applies in daily life. So there are two differences between this writing and journal by Tjundjing discussed.

Instead of using three variables IQ, EQ, and AQ, this journal uses crosssectional method for quantitative –Exploratory research. The population and sample in this journal take place at second year students of SMK St. Carolus which gained by purposive sampling. For research instruments Tjundjing uses ARP Quick Taker (TM) to know the AQ score of students. From what the writer read the assumption of this research is AQ has strong correlation in students' achievement at school. Tjundjing believes that AQ (Adversity Quotient) more important than IQ and EQ.

The results of the journal mention as follows:

- There is a positive correlation between AQ and student's EQ as many (0,310) with significance level 99%.
- There is no correlation between AQ and IQ.
- A negative correlation for EQ and IQ as many (-0,202)
- There is positive correlation between IQ and students achievement as many (0.105) for first semester, and (0,100) at second semester.

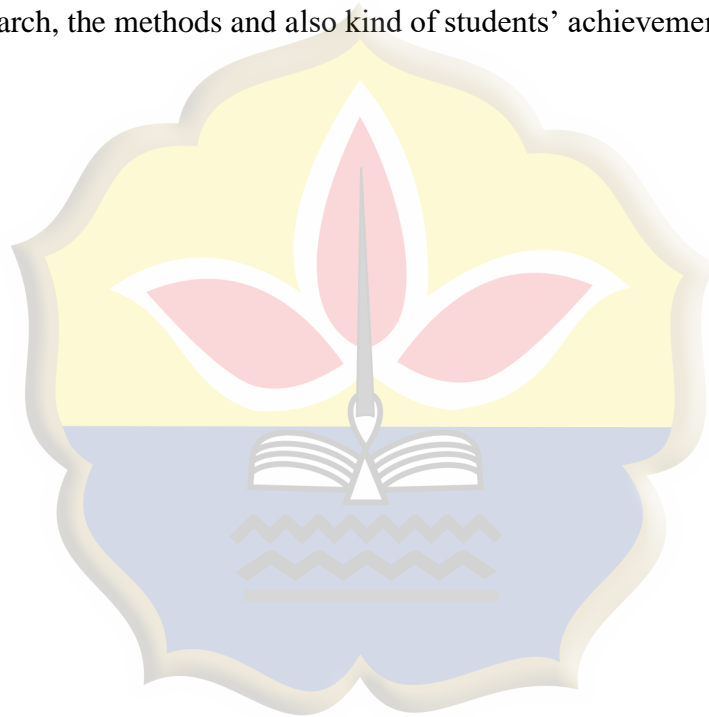
The third, Madjinatul. This study discussed about the correlation of IQ and students achievement but there is another one variable that is EQ. Especially, this thesis English score for student achievement, and it is different from what writer discusses in this study. The population of this study is first grade students from Global MAN 2 Tulungagung. For technique sampling Madjinatul uses the purposive sampling. For technique collecting data Madjinatul uses 3 steps, they are interview, quostionaire, and documentation. Madjinatul in her writing uses validity construct to do a validity test fir this thesis. There is also a reliability test using kind formula "alpha crobach".

The results of the research are:

- There is positive correlation between students' achievement in English score and IQ as many (0,254).

- And a negative result for correlation between EQ and students achievement as (-0,006).

So from both previous studies the writer tries to inform that there is a difference between this study and those previous studies. It can be seen as well from the variables, the population and sample, techniques of collecting data, instruments of the research, the methods and also kind of students' achievement.





## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Design**

The research where numerical data is used in order to analyze the gathered information is called quantitative research. According to Sugiyono (2012:8) quantitative research is defined as research method that is based on the philosophy of positivism, is used to examine the population or a particular sample, data collection using the instrument of research, data analysis is quantitative/ statistics, in order to test the hypotheses that have been set.

According to Arikunto (2010: 4) correlation analysis is an analysis that conducted by researchers to determine the level of relationship between two or more variable, without intending to make changes, additions or manipulate the data that is already there. Meanwhile according to Syekh (2011: 87) correlation is structured analysis to determine the strength of the relationship between a variable with other variables, the relationship between independent variables with the dependent variable or vice versa, partially.

The result of statement above that quantitative research is research with an approach that works with numbers, for which data are tangible numbers, which were analyzed using statistics to answer questions that are specific research hypotheses, and to predict that a particular variable affect other variables. In this research the researcher also use a method of correlation analysis

## **3.2 Population and Sample**

### **3.2.1 Population**

According Ali (in Tanireja, 2011:33) the overall study population was the object of the research, also called universe. According to Arikunto (2010:173) the population is also the whole subject of research, it can be formulated all members of a group of events or objects that have been clearly defined or larger group into targeted generalizations. Meanwhile, according to Sugiyono (2012: 80) population is a region consisting of generalization: the object/subject that has certain qualities and characteristics are determined by the researchers to learn and then draw conclusions.

The researcher got the data from the registration office showing that there are 6 classes, each class consists of 30-35 students of the eleventh grade students of SMA Negeri 9 Jambi. The populations of the eleventh grade are 210 students.

### **3.2.2 Sample**

According to Arikunto (2010:174) sample can be interpreted as a representative sample of the population studied. While Taniredja (2012:34) the study sample was mostly drawn from the whole object under study is considered representative of the entire population and is taken by using certain techniques. Meanwhile, according to Sugiyono (2012: 81) sample is part of the number and characteristics possessed by the population.

Due to limitation of time, effort and funds, then the sampling used in this research is purposive sample, in sampling, researcher used drawing of class XI-1 until XI-6 to

choose which class to be sampled. The results of the draw, it turned out XI-6 as a sample in this research. The participant in class XI-6 consists of 35 students; they are 15 Male students and 20 female students.

### **3.3 Instrument**

The data has highest position in the research, because the data is illustrative depiction of the studied variables, and serves as a means of proving the hypothesis. Therefore, whether or not the data, it determines whether or not quality results. While a good instrument must meet two essential requirements are valid and reliable.

The instrument of this research is documentation. The, researcher conducted the field research by getting students' IQ score from schools' data that had been tested by GOOD & GREAT Consultant psychological services. There were 11 aspects in this intelligence test and have level of student IQ, the research had explained in chapter II.

The researcher got the data with used report book that have given by English teacher of eleventh grade. The level of English learning achievement can be seen in the table below:

**Table 3.1**

**Level of English Learning Achievement**

<b>Score</b>	<b>Interpretation level</b>
80 – 100	Very high
70 – 79,99	High
60 – 69,99	Average
50 – 59,99	Low
0 – 49,99	Very low

*Source: Salkind (1994)*

**3.4 Validity and Reliability**

**3.4.1 Validity**

According to Arikunto (in Taniredja, 2012: 42) validity is a measurement that indicates the levels of validity or the validity of an instrument. Validity is fundamentally a state that describes the level of the relevant instrument capable of measuring what is to be measured.

In this research the validity of Intelligence Quotient was no need to be tested again because the validity of the IQ test had been conducted by the GOOD & GREAT Consultant Psychological services that had tested the IQ test for eleventh grade at SMA N 9 Jambi, by using IST method.

The data of students' English Learning Achievement also had been tested the validity by English teacher who teach in XI-6 and with used report book.

### **3.4.2 Reliability**

According to Sudjana in Taniredja (2012:135) reliability is a tool in assessing the accuracy of what is judged. A reliable gauge say when the device is said to measure a phenomenon at different times always show the same result. The reliability in this research also was no need to fine the reliability. The IQ score of eleventh grade in SMA N 9 had been tested by GOOD & GREAT Consultant psychological services which had been tested the validity of IQ test by psychology and it is definitely reliable.

Meanwhile, the English data of students' English Learning Achievement also had been reliability tested by English teacher who teach in class XI-6 and with used report book.

### **3.5 Technique of Data Collection**

The technique that researcher used was method of documentation for data collection and this research used quantitative method through correlation analysis. According to Arikunto (2010:274) in carrying out the method of documentation, researchers investigated the written objects such as books, magazines, documents, diaries and so on.

Firstly, the researcher got the data of score of IQ test that have been tested by psychologist at SMA N 9 Jambi. Then, researcher gathering students of eleventh

grade students in class XI-6 from English teacher that have given the report book. After that, the correlation between the scores of IQ test and student's learning achievement is correlated.

There were two main variables in this research. Intelligence Quotient (IQ) of students as Independent variable (variable X) as a variable that influence students' achievement in English as dependent variable (variable Y).

### **3.6 Technique of Data Analysis**

Firstly, the researcher collected the data of intelligence Quotient (IQ) and students' with used report book. For analyzing the data, researchers used the correlation method. According to Arikunto (2010:4) correlation analysis is an analysis that conducted by researchers to determine the level of relationship between two or more variables, without intending to make changes, additions or manipulate the data that is already there.

According to Aima (in Syekh, 2011: 87) correlation analysis aims to determine the strength of the relationship between the independent variable (X) with the dependent variable (Y).

Then, researcher used one of correlation formula. It is used *Spearman Rank Correlation*, according to Syekh (2011-88) *Spearman Rank Correlation* method used to measure the level or the close relationship between the two variables. *Spearman Rank Correlation* (Rho) is not bound by the assumption that the population or the sample under investigation must be normally distributed. Population sampled magnitude  $5 \leq n \leq 30$ .

The data used in the ordinal scale, for it prior to the administration of the data, quantitative data to be analyzed should be made in the form of ranking. Measure of strength of relationship is called correlation coefficient that symbolized by  $r$ .

Next step, researcher used coefficient correlation to know the significance between variable  $X$  and variable  $Y$ . coefficient correlation statistically of the covariance measurements or association between two variables. The magnitude of the coefficient correlation range between  $+1$  to  $-1$  coefficient correlation indicates the strength and direction of a linear relationship between two variables. If coefficient correlation is positive, then two variables have a direct relationship. It means that if the value of the variable  $X$  is high, then the value of variable  $Y$  will be high as well, conversely, if the coefficient correlation is negative, then two variables have an inverse relationship. It means that if the value of variable  $X$  is low, the value of variable  $Y$  will be low. To make it easier to interpret the strength of the relationship between two variables, there is a table of the coefficient correlation as follow:

**Table 3.2**

**Table Interpretation of  $r$  Value**

The value of $r$	Interpretation
1	Perfect correlation
0,75-0,99	Very high correlation
0,50-0,75	High correlation

0,25-0,50	Average correlation
0-0,25	Very low correlation
0	No correlation

Source : Syekh (2011).

To analyze the data, the researcher used the formula of Spearman Rank Correlation, as follow:

$$r_{s=1-\frac{6\sum d^2}{n(n^2-1)}}$$

in which :

$r_x$  = Spearman rank correlation value

$d$  = different between each pair of rank

$d^2$  = difference between each pair of squared rank

$n$  = total of subject

The aim of functional significance test is researcher want to find the meaning of the relationship variable X to variable Y, then the result of the Spearman rank correlation tested with  $t_{count}$  test by entering formula:

$$t_{count} = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$$



in which:

$t_{\text{count}}$  = t value

$r$  = correlation coefficient value

$n$  = total of subject

The last step compared  $t_{\text{count}}$  with  $t_{\text{table}}$  to get the result whether intelligence Quotient/ IQ (variable X) and English learning achievement (variable Y) have a significant correlation or not.

Criteria:

If  $r_0 \geq r_t$  means there is a correlation and  $H_1$  is accepted, and  $H_0$  is rejected

If  $r_0 < r_t$  means there is no correlation and  $H_1$  is rejected and  $H_0$  is accepted.

$H_0$ : there is no correlation between intelligence quotient and students learning achievement in English

$H_a$ : there is a correlation between intelligence quotient and students' learning achievement in English.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **4.1 Finding**

Based on the result of research with the title students' Intelligence Quotient (IQ) to English learning achievement of Eleventh grade in SMA N 9 Jambi, it was done on 30 august 2017. The findings were concluding from the data of IQ score from schools' data and the data of English learning achievement from English teacher in SMA N 9 Jambi will explain below.

##### **4.1.1 Data of students' Intelligence Quotient Test and English Learning Achievement**

The participants of this research were eleventh grade of SMA N 9 Jambi in class XI. The participant in class XI-6 consists of 35 students; they are 15 male students and 20 female students.

In this case, students' Intelligence Quotient (IQ) is as independent variable (X). The IQ score of XI-6 students were held by GOOD&GREAT psychological services on August 2017, and the research got the data of students' English learning achievement took from English teacher who teach in class XI. In this case, students' English leaning achievement is as dependent variable (Y). As follow:

**Table 4.1**  
**Score IQ of Class XI-6 Students and Score of**  
**Students' English Learning Achievement**

NO	Name	Intelligence Quotient (IQ) Score	English Score
1	T M	114	86
2	AH	112	80
3	FR	112	80
4	LC	112	85
5	TN	106	75
6	DN	103	80
7	KR	103	82
8	Al a	100	80
9	SL	100	78
10	AM	98	80
11	JS	98	77
12	AN	95	80
13	CZ	93	77
14	DY	91	77
15	MO	91	75

16	SB	91	75
17	IS	89	82
18	JI	88	75
19	TS	88	75
20	SD	87	74
21	AS	86	80
22	PH	86	72
23	SR	84	73
24	DR	82	74
25	WW	82	72
26	DK	81	72
27	PC	81	82
28	M. Z	79	70
29	KRN	79	72
30	IM	77	70
31	RA	77	71
32	DL	72	71
33	SA	70	72
34	DB	67	70
35	SR	64	64

#### 4.1.2 Correlation between Intelligence Quotient (IQ) and English Learning Achievement

After the researcher got the data of intelligence Quotient (IQ) as variable X and English learning achievement as variable Y, the next step was determining the calculation table, which is to be used as the calculation for the index score correlation table of spearman rank correlation.

In this case, students' Intelligence Quotient (IQ) score and English learning achievement were correlated by using Spearman rank correlation formula. The data described on the following table:

**Table 4.2**  
**Coefficient Correlation Variable X and Variable Y**

No	Name	<b>IQ Score (X)</b>	<b>English learning achievement (Y)</b>	<b>R<sub>x</sub> (Rank of X)</b>	<b>R<sub>y</sub> ( Rank of Y)</b>	<b>D</b>	<b>D<sup>2</sup></b>
1	TM	114	86	1	1	0	0
2	AH	112	80	2	6	-4	16
3	FR	112	80	3	7	-4	16
4	LZ	112	85	4	2	2	4
5	TN	106	75	5	17	-12	144
6	D n	103	80	6	8	-2	4
7	Kr	103	82	7	3	4	16
8	Al a	100	80	8	9	-1	1
9	SL	100	78	9	13	-4	16
10	A M	98	80	10	10	0	0
11	JS	98	77	11	14	-3	9
12	A A	95	80	12	11	-1	1
13	CZ	93	77	13	15	-2	4
14	DD Y	91	77	14	16	-2	4
15	M.o	91	75	15	18	-3	9

16	SB	91	75	16	19	-3	9
17	IS	89	82	17	4	13	169
18	JI	88	75	18	20	-2	4
19	TS	88	75	19	21	-3	9
20	SD	87	74	20	22	-2	4
21	Ah	86	80	21	12	9	81
22	Pr	86	72	22	24	-2	4
23	SR	84	73	23	33	-10	100
24	DR	82	74	24	23	1	1
25	WW	82	72	25	25	0	0
26	Dk	81	72	26	26	0	0
27	PC	81	82	27	5	22	484
28	M. Z	79	70	28	31	-3	9
29	Ka	79	72	29	27	2	4
30	IM	77	70	30	32	-2	4
31	RA	77	71	31	29	-2	4
32	DL	72	71	32	30	2	4
33	S a	70	72	33	28	5	25
34	DB	67	70	34	34	0	0
35	SR	64	64	35	35	0	0
							$\Sigma = 1159$

#### 4.1.3 Data Analysis

After the calculated of the whole data from variable X and variable Y, the next step was inserted the data from the table into the spearman rank correlation formula to find the correlation index s follows:

$$r_{s=1-\frac{6\sum d^2}{n(n^2-1)}}$$

$$r_{s=1-\frac{6.1159}{35(35^2-1)}}$$

$$r_{s=1-\frac{6954}{42840}}$$

$$r_s=0,838$$

The result value of  $r_s$  is 0,838, according with table  $r$ , value of 0,838 indicated that the values of the relationship variable X and variable Y apparently showed very high correlation. From the data obtained, the calculation of sperman correlation between IQ and English learning achievement has a positive correlation, and then the two variables have direct relationship. It means that if the value of variable X is high, then the value of variable Y will be high as well.

After that, to find the value of significance, the researcher used  $t_{count}$  test by entering the formula:

$$t_{count} = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$$

$$t_{count} = \frac{0,838}{\sqrt{\frac{1-0,838^2}{35-2}}}$$

$$t_{count} = \frac{0,838}{\sqrt{\frac{1-0,702}{33}}}$$

$$= \frac{0,838}{0,0949}$$

= 8, 822

#### 4.1.4 Test of Hypothesis

Test prove the result of hypothesis, the researcher calculated obtains of data by using Spearman Rank Coefficient of correlation or “Spearman Rank” formulation of  $H_1$  there is a significant correlation between variable X and variable Y. From the formulation above, the researcher followed some assumptions, if the result of calculation  $r_o$  is higher than  $r_t$  or  $r_o > r_t$  it means  $H_1$  is accepted and  $H_0$  is rejected. And if the result of calculation  $r_o$  is lower than  $r_o < r_t$ , it means  $H_1$  is rejected and  $H_0$  is accepted.

#### 4.1.5 Data Interpretation

After the research preceded the formula, as it had been found out about the result of correlation. Then, the researcher gave the interpretation of “r” score ( $r_s$ ).

1. From the data of students’ IQ score and English score, it appeared that the correlation index between variable X and Variable Y is 0,838. It means there is a positive correlation between two variable. To give simple interpretation toward the correlation index “r” spearman Rank ( $r_s$ ). looking at the score of  $r_s = 0,838$  that score approximately between 0,700-0,900 is the very high of correlation.
2. The next step compared  $t_{count}$  with  $t_{table}$ . If the result showed that  $t_{count}$  is higher than  $t_{table}$  or  $r_o \geq r_t$ , it means that  $H_1$  is accepted and  $H_0$  rejected, which means



there is a significant relationship between the variable X and variable Y. then if the result shows  $t_{\text{count}}$  is lower than  $t_{\text{table}}$  or  $r_o \leq r_t$ , it means there is no significant relationship between variable X and variable Y. The researcher used the interpretation with table of value “r”:  $df = N - nr = 35 - 2 = 33$ . Looking at the table of values in the distribution of t or  $t_{\text{table}}$ ,  $\alpha = 0,05$  of 35 in  $t_{\text{table}}$  is 2,042.

3. Based on calculation about ,  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  or  $8,822 \geq 2,042$ , and then  $H_1$  is accepted and  $H_0$  is rejected. It means there is significant correlation between students’ intelligence Quotient with English learning achievement. From the calculation of estimation above, it concluded that there is correlation between students’ intelligence Quotient (IQ) and their English learning achievement, and hypothesis of the research is accepted, it means that between both variables has correlation.

## 4.2 Discussion

The researcher used quantitative method through correlation analysis and the technique that used is documentation for data collection in this research. According to Arikunto (2010:201) in carrying out the method of documentation, researchers investigated the written objects such as books, magazines, documents, diaries and so on. All of documents that researcher got from schools’ data. They are data students’ IQ score and English learning achievement in SMA N 9 Jambi.

According to Azwar (1996:51) Intelligence Quotient (IQ) is the number of normative intelligence test result that expressed in terms of the ratio (quotient) and was named to the intelligence quotient. The result of the test IQ from schools' data, most of students in XI-6 have high level between IQ 64 -114 or retarded to college graduate average.

Learning achievement is the result or level of ability that has been achieved by students' English learning achievement in SMA N 9 Jambi especially in XI-6 have level of interpretation achievement; most of students in XI-6 get score 64-86 with average 75,94. It can be said that IQ really affected to assessment of student.

Then, researchers used the Spearman Rank formula correlation to determine the relationship between intelligence Quotient (variable X) and students' English achievement (variable Y).

The result of  $r_s$  is 0,838 with average level of interpretation. The result obtained  $t_{count}$  is 8,822 and the value of  $t_{table}$  is 2,042. It means  $t_{count}$  is higher than  $t_{table}$  ( $8,822 \geq 2,042$ ) which means the hypothesis  $H_1$  is accepted and  $H_0$  is rejected. It showed there is a significant correlation between intelligence Quotient (IQ) and English learning achievement of eleventh grade of SMA N 9 Jambi academic year 2016/2017.

Finding of this research showed that there is correlation between students' intelligence Quotient (IQ) score with their English learning achievement .The result of correlation analysis showed there is correlation with the average level between

students' IQ on English subject with their learning achievement score. The calculation of Spearman Rank correlation between IQ and English learning achievement has a positive correlation, and then the two variables have a direct relationship. It means that if the value of the variable X is high, then the value of the variable Y will be higher as well.

According Wechler (1958 (in Azwar, 1996:20) student who have high intelligence is expected to be able to obtain high academic achievement as well. One definition of intelligence mentioned that intelligence that intelligence among other is an ability to learn. It can be said that IQ really affected to assessment of student. Based on data wich researcher got, students in SMA N 9 Jambi have high score of IQ and also high achievement in learning English. It means IQ is really affected to students' achievement.

Meanwhile according to Robeck & Michael (in Azwar, 1996:38) ease of learning caused by the high level of intelligence which is formed by the bonds of nerve (neural bonds) between stimulus and response is received reinforcement. If students have a high IQ then obtained high achievement, if the student have low IQ then can be obtained low achievement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the research analysis, the researcher concludes that  $H_1$  is accepted and  $H_0$  is rejected, the researcher infers that this thesis answered the research question is “is there any significant correlation between Intelligence Quotient (IQ) and students’ achievement in learning English in eleventh grade of SMA N 9 Jambi academic year 2016/2017?”. The answer is significant correlation in class XI-6 of SMA N 9 Jambi.

Based on the above, it can be concluded that eleventh grade students of SMA N 9 Jambi has a level of Intelligence quotient (IQ) which is quite high, and achievement levels of learning English is quite high too. It means IQ has a big influence to students’ assessment in learning.

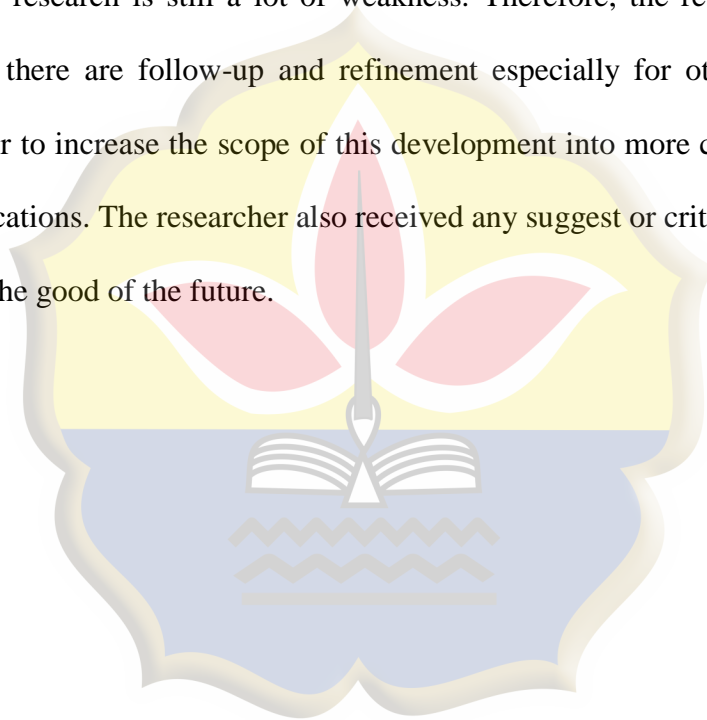
#### 5.2 Suggestion

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

1. IQ test is really necessary, because from the result teacher will know the general ability of a child and can decide what a proper treatment that should be given to him. So, every school should have IQ test.
2. Learning achievement is the result of learning activities that are expressed in the form of symbols, numbers, ;letters, or words that can reflect the result that

have been achieved by students in a given period. Learning achievements will have been achieved by students in a given period. Learning achievements will be optimal if teachers understand the different kinds of the students who have score of intelligence quotient (IQ) which is owned by the student. Because one student with other students are different.

3. This research is still a lot of weakness. Therefore, the researcher expecting that there are follow-up and refinement especially for other researchers in order to increase the scope of this development into more complex and larger allocations. The researcher also received any suggest or critics with open arms for the good of the future.





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## APPENDIX 1

### HASILPSIKOLOGI SISWA SMA NEGERI 9 KOTA JAMBI

No	Nama	IQ
1	TM	114
2	AH	112
3	FR	112
4	LC	112
5	TN	106
6	DN	103
7	Ka	103
8	Al a	100
9	SL	100
10	AM	98
11	JS	98
12	Aa	95
13	Cz	93
14	DD	91
15	Mo	91
16	SB	91
17	IS	89
18	JI	88
19	TS	88

20	SD	87
21	AS	86
22	PH	86
23	SR	84
24	DR	82
25	Ww	82
26	DK	81
27	PC	81
28	M. Z	79
29	Ka	79
30	IM	77
31	RA	77
32	DL	72
33	SA	70
34	DB	67
35	SR	64

*Source: Good & Great psychology services*

## APPENDIX 2

### DAFTAR PENILAIAN KOMPETENSI SIWA SMA NEGERI 9 KOTA JAMBI

Mata pelajaran : Bahasa inggris

Semester : 1-2

NO	Nama	NILAI	
		Semester 1	Semester 2
1	TM	79	86
2	AH	80	80
3	FR	75	80
4	LC	82	85
5	TN	70	75
6	DN	78	80
7	Ka	80	82
8	Al a	80	80
9	SL	70	78
10	AM	77	80
11	JS	75	77
12	Aa	82	80
13	Cz	70	77
14	DD	75	77
15	Mo	75	75
16	SB	72	75
17	IS	79	82

18	JI	70	75
19	TS	72	75
20	SD	75	74
21	AS	78	80
22	PH	70	72
23	SR	70	73
24	DR	70	74
25	Ww	72	72
26	DK	70	72
27	PC	80	82
28	M. Z	65	70
29	Ka	70	72
30	IM	75	70
31	RA	70	71
32	DL	68	71
33	SA	68	72
34	DB	70	70
35	SR	60	64

*Source: english score by English teacher of SMA N 9 Jambi.*