The Correlation between Students' Multiple Intelligences to Students' Achievement in English Speaking Subject

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ABSTRACT

This present study intended to examine how is the correlation between students' multiple intelligences and students' Achievement in English Speaking Subject. This research was conducted within the English language Education Study Programme at a university in the Province of Gorontalo with 50 students' year 2021 as sample which were chosen randomly. The instruments used were the Multiple Intelligence questioner, and interview, as being said this study were using both quantitative and qualitative methods. Data were analyzed by descriptive statistics the results from Pearson Correlation of students' intelligence and achievement variables. Based on the data analysis, it was found between two variables was 0.464, results showed that medium correlation existed between multiple intelligences and Students' speaking Achievement. This indicates that multiple intelligences did have affect toward students' speaking achievement. Although, seems that there was not the only factor that affects achievement. Intrapersonal, the leading intelligence type, and musical intelligence was the least common intelligence type employed by the students who participated in this research.

Keywords: Multiple intelligences, English speaking, Howard Gardner

INTRODUCTION

Everyone is born possessing their own intelligence. But what intelligence really means? In brief, there are two types of intelligence theories. First, in 1904 Charles Spearman claimed that a single intelligence factor governs our capacity level for any work. And in 1999, according to Howard Gardner, intelligence is primarily related to the biopsychological capacity of humans to process specific types of information in specific ways. This led us to speculate that each person may have a general intelligence factor, which is a measure of general intelligence.

The second in 1999, Howard Gardner introduced the theory of Multiple Intelligences (MI). According to the speaker, intelligence refers to an inherent capacity to generate multiple solutions to problems and facilitates the acquisition and processing of information that can be utilized to create culturally significant outputs. MI theory was founded on Gardner's dissatisfaction with traditional IQ testing for determining intelligence. Gardner (1993) improperly examined only language and logical intelligence while ignoring all other forms of aptitude.

According to Gardner's (1999) viewpoint, all individuals are innately endowed with multiple intelligences. Nevertheless, it is a fact that every student possesses a unique range of cognitive abilities upon entering the classroom. These sets of factors determine the level of cognitive ease or difficulty experienced by a student when processing information presented in a specific manner. This phenomenon is frequently denoted as a modality of learning.

In recent times, a number of studies have conducted an analysis of Howard Gardner's theory of Multiple Intelligences. These studies have identified various justifications for acquiring a deeper understanding of the theory and its practical applications. This is pertinent to the field of Teaching English as a Second Language (TESL).

The utilization of Multiple Intelligences (MI) and learning styles in the classroom setting is a beneficial approach for both learners and teachers. It introduces diversity to the class routine, enhances the teaching process, and facilitates the learning process by catering to the different types of learners. This approach is particularly noteworthy for its ability to consciously apply a variety of teaching methods to reach a wider range of learners. Another benefit of using MI's theory in speaking class is that it helps students understand using several phrases in different contexts (Boonma & Phaiboonnugulkij, 2014). This statement summarizes the fundamental goal of every pedagogical activity.

A certain percentage of pupils in the classroom have been learning English since they were toddlers, either through language centers or intensive learning programs. Others have relied primarily on formal education in the school setting. Students' responses varied depending on their level of skill and intelligence. Sadeghi & Farzizadeh, (2012) underline that it would be unfair to assume that all students have the same intellectual strengths, preferences, and processing skills when they first enter school because this is rarely the case. Also, students do not all originate from the same biological and cultural origins or have the same personal histories.

Although students have been studying for many years at the elementary, Junior high school, Senior high school, or university levels, their ability to speak English remains low. This also can be seen in the English Language Education Study Programme (ELESP) at a university in the Province of Gorontalo. Ente (2018) revealed that the students were hesitant to talk; they were limited by a lack of confidence, lack of practice, and other factors. They also tended to utilize their mother tongue either because they lacked adequate vocabulary or because they were distracted.

Due to a lack of communication skills, the student will be unable to use proper structures, express thoughts and feelings, make requests, or talk about anything in desire. Those factors will make the students hesitant and likely to make grammatical errors and use improper diction, giving them low self-confidence and other speaking issues. This is due to students' passive attitude, where they consider English as irrelevant and see no incentive to study it because they will not be obliged to utilize it in everyday interactions. They only learn English for assignments, and examinations and not for communication. Hanna as cited in Ibrahim (2000), assured that the lack of instruction in oral language proficiency is considered a contributing factor to the issue. Under those circumstances, the students did not receive appropriate instruction and were not afforded an environment conducive to fostering English language communication.

There are several studies about Multiple Intelligences that are related to this research. First, Alizadeh, Saeidi, & Hadidi, (2016); Dung & Tuan, (2011); these studies have shown a positive relationship between Multiple intelligence and language achievement in their research. Apparently, other research such as Sadeghi & Farzizadeh, (2012) has shown that there isn't any significant relation between MI and Language achievements. Moreover, Dukalang (2016) conducted a descriptive study at Special School Gorontalo Regency in 2016 on the Multiple Intelligences of the hearing-impaired children in learning English. Based on the result, it can

be concluded that Multiple Intelligences have the ability to solve a problem in each way. And the finding shows that using dominant intelligence makes it easier for children to learn.

The studies mentioned previously demonstrate that there exists a lack of consensus concerning the correlation between MI and scholastic advancement in EFL/ESL educational settings. While certain studies have reported a positive correlation, other inquiries have failed to arrive at a similar outcome. Furthermore, the outcomes of the aforementioned studies demonstrate that the Theory of Multiple Intelligences has made significant advancements in the field of education, particularly in language instruction, specifically in the context of oral communication courses. Educators

From the observation in English Language Education Study Programme students, it is revealed that there is a gap in students' performance in speaking class. There are several potential factors that may contribute to the observed deficiency in language proficiency. This phenomenon could potentially be attributed to a multitude of factors, including but not limited to inadequate utilization of appropriate language acquisition methodologies and insufficient awareness of one's multiple intelligences and their potential to enhance learning outcomes. Hence, based on the information above this study determined to find out the correlation between students' Intelligence and their speaking achievement.

LITERATURE REVIEW

ENGLISH SPEAKING ABILITY

According to Brown's (1994) assertion, speaking is a collaborative process that entails the creation, reception, and interpretation of information. It also links with the fact that many people learn English speaking because they think it will be useful in some way for international communication, It would say speaking English is one of the abilities so much a part of the daily life that we take it for granted (Boonma & Phaiboonnugulkij, 2014).

FUNCTION OF SPEAKING

According to Brown and Yule (2008), speaking has three different purposes: it can be used for connection, performance, and transactions. Speaking as interaction refers to communication with a primary social purpose. The term "speaking as performance" refers to the act of delivering a speech or presentation to a group of individuals, typically for the purpose of conveying information or making public announcements. The term "speaking as transaction" pertains to a communication scenario wherein the emphasis is placed on the conveyed message and its successful comprehension by the recipients. The primary objective is to ensure that the information is conveyed with clarity and precision.

CONCEPT OF ENGLISH SPEAKING ACHIEVEMENT

Achievement is a specified level of proficiency in academic or scholastic activity, according to the Dictionary of Psychology (Atkinson, Berne, and Woodworth, 1988). Brown, and Hackett (2000), Academic achievement is a crucial means by which students discover their talents, skills, and competencies, which are essential to the formation of professional objectives. Academic achievement occupies a prominent place in the learning process and is typically regarded as a major indicator for evaluating an individual's overall potential and capability in the educational system.

The tests in which are used for achievement purposes are designed to measure the extent to which students have acquired knowledge from particular subjects or curriculum. Academic performance achievement is measured by the final score earned in the course or subject. This tests should be based on the materials taught in the classroom, so the teachers are

the ones who make them. Most of achievement tests deal with speaking aspects that the students supposed to achieve through a course of study. In this research academic performance achievement, especially in English speaking subjects, academic achievement scores are found to be effective on students' multiple intelligences.

MULTIPLE INTELLIGENCES

In 1999, Gardner proposed a classification of nine distinct intelligences, which were:

1. Verbal – linguistic Intelligence: According to Gardner (1993), this intelligence is a sensitivity to both spoken and written language.
2. Logical/mathematical intelligence: The capacity to analyze and understand circumstances or conditions in a methodical and logical manner is known as this intelligence.
3. Visual/Spatial intelligence: This form of intelligence is characterized as the capacity to perceive, manipulate, and generate visual representations.
4. Musical intelligence: This category of intelligence refers to the capacity to identify the pitch, rhythm, and affective dimensions of auditory stimuli.
5. Bodily/kinesthetic intelligence: This category of intelligence pertains to the utilization of bodily movements and gestures for communicative purposes.
6. Intrapersonal intelligence: This cognitive capacity necessitates possessing self-awareness and the capability to discern commonalities and distinctions among individuals.
7. Interpersonal intelligence: This cognitive capacity pertains to the ability to recognize, comprehend, and value the affective states, objectives, incentives, aspirations, and convictions of individuals other than oneself.
8. Naturalistic intelligence: This form of intelligence refers to the capacity to recognize and categorize the natural environment in one's surroundings. It was added the list in 1999 by Gardner.
9. Existential intelligence: This intelligence represents the capacity to inquire about the reality of humans, their mortality, the purpose of life, and their own existence. It was added the list in 1999 by Gardner.

Gardner asserts that the nine intelligences very rarely function separately, despite the fact that they are physiologically separated from one another. Instead, as people learn new abilities or tackle challenges, intelligence is generally used simultaneously and in a way that compliments one another. People can interact with the knowledge in a number of ways thanks to the multiple doors that these various intelligences open in their minds.

MULTIPLE INTELLIGENCES AND EDUCATIONAL IN GENERAL

Numerous studies have been done since the MI Theory was introduced in 1983 to demonstrate its efficacy in English language teaching, and they have shown it to be a powerful and fair tool. This is because previous methods of identifying brilliant individuals ignored many aspects of the student's overall personality.

Ridwan, (2015) conducted a Quasi-Experimental Method case study that find out the students' MI profile, the impact of MI Theory towards students' achievement. The results showed that the theory made sense to the participants, they were able to recognize their multiple intelligences profiles, and there is significant difference between the students‟ English achievements in post-test after giving the treatment by using MI-Based English Classroom Activities. It means that the implementation of MI-Based English Classroom Activities could increase the students‟ English Achievement.

MULTIPLE INTELLIGENCES AND ENGLISH LANGUAGE LEARNING

In traditional educational settings, learners were considered and instructed as uniform beings. However, a noteworthy development in the field of education during the last decade of the 20th century has been a growing concentration on the individual affective traits and learning modalities of learners.

A thorough study of life sciences should encompass an explanation of the human intellectual abilities. It is highly probable that the biological sciences will eventually provide a coherent explanation of these cognitive phenomena. As stated in the book "Frames of Mind," contemporary discoveries in the fields of neuroscience and biology have implications for two specific matters. The initial concern pertains to the malleability of human growth and maturation. The primary focus of the present discourse revolves around the degree to which the cognitive abilities or aptitudes of an individual or a collective can be modified through diverse interventions.

This theory provides an effective framework for comprehending how all individuals learn, regardless of gender, race, socioeconomic standing, or culture. And it has been demonstrated that the use of MI theory in the teaching of foreign languages in general and English in particular has been fruitful in numerous ways: first initially aided students in altering their views on foreign languages. Second, it helped students perform better across a range of competencies.

MULTIPLE INTELLIGENCES AND SPEAKING ACHIEVEMENT

According to the Cambrige Dictionary, the definition of achievement is anything accomplished, notably through outstanding talent, special effort, great courage, and so on; great or heroic deeds. On the other hand, speaking achievement is a term used to describe a person's competency or success in verbal communication, such as speaking or presenting knowledge to others. This can include skills such as public speaking, persuasive speaking, and the ability to express oneself clearly and effectively. Maulany (2013) which is divided into 5 criteria, i.e. comprehension, vocabulary, grammar, fluency and pronunciation.

Atta & Salem (2013) conducted a study investigated the effectiveness of using multiple intelligences-based instruction on developing speaking skills of English Majors. It adopted Howard Gardner's MI Theory, which calls for multi-modal teaching strategies to involve and reach more students in the learning process. Sixty fourth-year Prospective teachers of English were chosen to participate in the study. The research revealed that there were notable variations in the average scores of the experimental group in terms of Students' Performance in Speaking Skills and Subskills. Furthermore, there was a significant difference in the mean scores of the participants between the speaking skills pre-post-test and the post-test. A sample of sixty fourth-year English education students from Hurgada Faculty of Education, South Valley University, was chosen for the study.

METHOD

This study employed a quantitative method to calculate the data and qualitative method to elaborate more about the data. Semi-structured Interviews serve as a means of gathering information related to individuals' personal histories, perspectives, and experiences. Conducted within the English language Education Study Programme at a university in the Province of Gorontalo, the research focuses on participants from the class of 2021 which consisted of 6 classes (113 students). The study was considered to take sample for collecting data consisted of 50 students which selected using random sampling technique.

This study used students' final speaking grades from the "Intensive Course (Speaking Skill)" as the Y variable (dependent) and the Multiple Intelligences questionnaires as the X variable (independent) with score from 0-44. As mentioned earlier. Howard Gardner's MI Theory has nine intelligences, but this study only used the original questioner, which measures only seven intelligences. According to Howard Gardner, the original seven intelligences are measurable. Since it has evidence, and we can illustrate them. However, the additional intelligences (Naturalistic and Existential intelligence) are rather more complex than those already evidenced and defined. And lastly, Semi-structured interview to elaborate their answers in detail.

TECHNIQUE OF COLLECTING THE DATA

1. Students' final score was obtained from the lecturer who teaches the Intensive course (Speaking skill)
2. Then continued by giving a questionnaire to students to see their type of intelligence.
3. Lastly, interviews have been conducted with some students who had statistical correlations between their MI profiles and Final score in speaking subject.

The assessment for students' performance in speaking was based on the analytic scale purposed as follows:

TABLE 1. RUBRIC SCORE

No	Score	Value	Symbol
1	0	0.00	E
2	50	1.00	D
3	60	2.00	C
4	65	2.30	C+
5	70	2.70	B-
6	75	3.00	B
7	80	3.30	B+
8	85	3.70	A-
9	90	4.00	A

TECHNIQUE OF ANALYSIS THE DATA

The entire dataset was analyzed using SPSS software to compute Pearson's correlation coefficient. The Pearson Correlation method generates a correlation coefficient, denoted as "r," which is designed to assess the magnitude and direction of linear associations between two continuous variables. Establishing a correlation between two variables can be a valuable undertaking.

Fraenkel and Wallen (as cited in Tussa'adah, 2018) assert that correlation research is a type of descriptive research that elucidates an extant relationship between two variables. A zero value denotes the absence of any correlation between the two variables. This implies that as one variable increases, the other variable decreases (Laerd, 2020).

CORRELATION

The following are the results of the Pearson correlation test, which are presented in the table below.

- Basis for Decision Making

1. If the Sig value. (2-tailed) <0.05, then H0 is rejected and H1 is accepted.
2. If the Sig. (2-tailed) > 0.05, then H0 is accepted and H1 is rejected.

In addition, in correlation there is also a correlation coefficient value. The correlation coefficient is a statistical measurement of covariance or association between two variables whose magnitude ranges from -1 to +1. If the correlation coefficient is positive, then the two

variables have a unidirectional relationship, but if it is negative, the two variables have an inverse relationship. A zero value denotes the absence of any correlation between the two variables. The following is the value of the correlation coefficient.

Table 2. The Interpretation of Pearson Correlation

The Score Of "R" Product Moment (Rxy)	Interpretation
0.00-0.199	Very weak correlation
0.20-0.399	Low or weak correlation
0.40-0.599	Medium or Enough correlation
0.60-0.799	High or strong correlation
0.80-1	Very high correlation

INTERVIEW

In order to obtain more accurate data validation and substantiation, a targeted sample of appropriate students was interviewed. The process of student selection was predicated upon the identification of their most elevated and least elevated scores in particular intelligences, with the objective of scrutinizing the determinants that underlie the noted disparities.

The interviews were conducted bilingually, with participants being presented with questions and prompts in both Indonesian and English. Certain students opted to utilize Bahasa Indonesia or their native language to facilitate a greater sense of ease and comfort in articulating their viewpoints.

RESULTS AND DISCUSSION

RESULTS

Once the data was collected, it was analysed to determine the students' intelligence. Second, this study obtained information regarding students' speaking scores from their English Lecturer. Finally, both the data were analysed to see the correlation between students' Intelligences and their speaking score by applying the formula of Pearson Product Moment Correlatio

SPEAKING ACHIEVEMENT

The data on students' achievement was measured by the teachers of Intensive Course (speaking skill) subject. The final test was a personal short speaking video. In order to make the score easier to analyze, the data has presented as seen in Table below which in this case, students' speaking score is a dependent variable (X).

Table 3. The Students' Speaking Achievement Score

N	Speaking Achievement scores (X)
Student 1	75
Student 2	87
Student 3	75
Student 4	93
Student 5	75
Student 6	87
Student 7	81
Student 8	75
Student 9	81
Student 10	87
Student 11	80
Student 12	85
Student 13	80

N	Speaking Achievement scores (X)
Student 14	80
Student 15	80
Student 16	65
Student 17	85
Student 18	80
Student 19	90
Student 20	90
Student 21	95
Student 22	92
Student 23	95
Student 24	95
Student 25	75
Student 26	79
Student 27	85
Student 28	89
Student 29	84
Student 30	89
Student 31	91
Student 32	95
Student 33	95
Student 34	88
Student 35	82
Student 36	87
Student 37	84
Student 38	88
Student 39	80
Student 40	87
Student 41	95
Student 42	85
Student 43	74.5
Student 44	84.75
Student 45	74.75
Student 46	85
Student 47	81.75
Student 48	87
Student 49	87
Student 50	85.25

The statistical analysis of the speaking achievement scores was conducted by utilizing the Frequencies of Descriptive Statistics feature in the SPSS statistics program version 26.0. This was done to determine the mean, mode, median, and standard deviation score of the speaking achievement test scores. The following description can be provided:

Table 4. The Statistical Score of Speaking Achievement

N	Valid	50
	Missing	0
Mean		84.72
Median		85.00
Mode		87
Std. Deviation		6.590
Variance		43.430
Range		30
Minimum		65

Maximum	95
Sum	4236

The arithmetic average of the Speaking achievement test score was 84.72, indicating the typical score attained by the student population. The score that exhibited the highest frequency, commonly known as the mode, was recorded as 87. The data indicates that a majority of the students achieved a score of 87 in the speaking assessment.

MULTIPLE INTELLIGENCE QUESTIONNAIRE SCORE

Building upon the findings previously outlined, the present study endeavors to present the responses of participants as elicited through the administration of a questionnaire. The participants were instructed to provide their responses to a set of four-point scale items designed to assess their cognitive abilities. Those scales were strongly disagree (1), disagree (2), agree (3), and strongly agree (4). The scores that are ranked the highest are indicative of an individual's natural capacity and aptitudes, commonly referred to as natural intelligences.

Table 5. Students' Most Dominant Intelligence

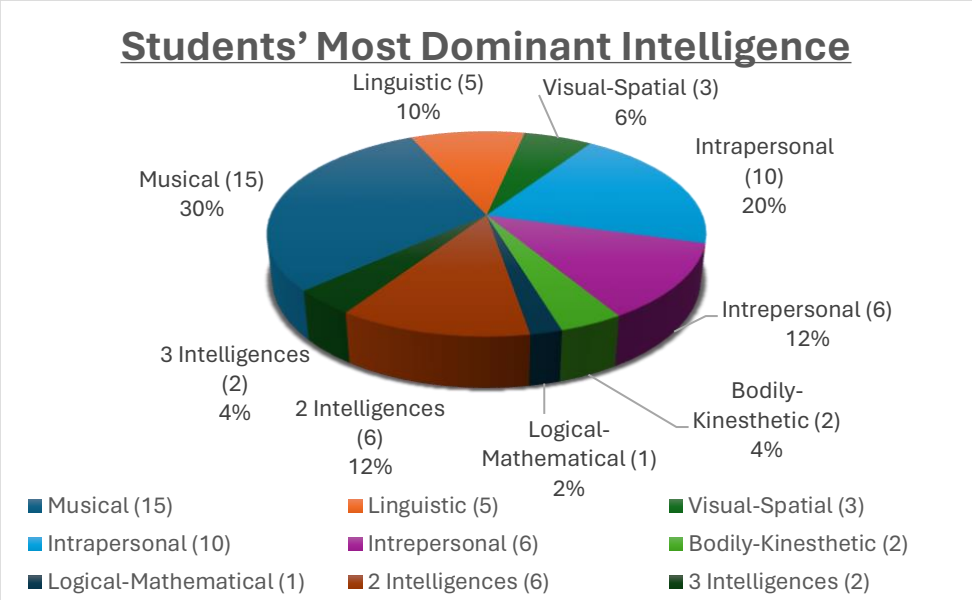
Participants	Intelligence	Multiple Intelligences test score (Y)
Student 1	Musical	29
Student 2	2 Intelligences (Linguistic&Interpersonal)	31
Student 3	Musical	30
Student 4	Musical	38
Student 5	Linguistic	29
Student 6	Visual-Spatial	33
Student 7	Intrapersonal	32
Student 8	Visual-Spatial	27
Student 9	Musical	37
Student 10	Musical	34
Student 11	Musical	32
Student 12	2 Intelligences (Musical-Interpersonal)	32
Student 13	Intrapersonal	36
Student 14	Intrapersonal	32
Student 15	Interpersonal	31
Student 16	Intrapersonal	30
Student 17	2 Intelligences (Logical-Interpersonal)	30

Participants	Intelligence	Multiple Intelligences test score (Y)
Student 18	Intrapersonal	33
Student 19	Musical	34
Student 20	Intrapersonal	29
Student 21	2 Intelligences (Interpersonal-Intrapersonal)	32
Student 22	3 Intelligences (Linguistic-Musical-Saptial)	33
Student 23	Musical	37
Student 24	Intrapersonal	36
Student 25	2 Intelligences (Linguistic-Interpersonal)	29
Student 26	Interpersonal	30
Student 27	3 Intelligences (Linguistic-Intrapersonal-interpersonal)	31
Student 28	Musical	35
Student 29	Interpersonal	33
Student 30	Musical	36
Student 31	Bodily-Kinesthetic	35
Student 32	Linguistic	34
Student 33	Intrapersonal	33
Student 34	Musical	39
Student 35	Linguistic	31
Student 36	Interpersonal	29
Student 37	Intrapersonal	34
Student 38	Musical	35
Student 39	Intrapersonal	32
Student 40	Musical	31
Student 41	Musical	35
Student 42	Interpersonal	29
Student 43	2 Intelligences (Musical-Interpersonal)	34
Student 44	Visual-Spatial	30
Student 45	Musical	31
Student 46	Logical-Mathematical	30

Participants	Intelligence	Multiple Intelligences test score (Y)
Student 47	Linguistic	34
Student 48	Bodily-Kinesthetic	34
Student 49	Intrapersonal	32
Student 50	Linguistic	32

Interestingly, after conducting a multiple intelligences survey of the students, it was found that several categories of intelligences are quite dominant. And the data results are shown below.

Figure 1



Based on the results, it appears that the most widely held intelligences are musical intelligences and it is about 30%. Furthermore, the statistical score of students' intelligence scores were counted using SPSS to know the mean, mode, median, and standard deviation score of the students' intelligence questionnaire. It can be described as follows:

Table 6. The Statistical Score of Students' Intelligence Questionnaire

N	Valid	50
	Missing	0
Mean		32.50
Median		32.00
Mode		32
Std. Deviation		2.667
Variance		7.112

Range	12
Minimum	27
Maximum	39
Sum	1625

From the statistics table above, the respondents of this study were 50 students. The mean of students' intelligence score was 32.50 which meant that the average score students obtained.

ANALYSIS OF CORRELATION COEFFICIENT.

The data on students' intelligence as well as their speaking accomplishments were analyzed through the application of the statistical computation of the Pearson Product Moment Formula in this particular research project. The following is a description of the data before the computation is performed:

Table 9. Pearson Product Moment

Correlations			
		Score Intelligences	Speaking Final Score
Score Intelligences	Pearson Correlation	1	.464**
	Sig. (2-tailed)		.001
	N	50	50
Speaking Final Score	Pearson Correlation	.464**	1
	Sig. (2-tailed)	.001	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, information is obtained that in the relationship between Intelligences score and Speaking Final Score, the significance value is 0.001, the value is <0.05, then H0 is rejected and H1 is accepted, which means there is a relationship between Score Intelligences and Speaking Final Score. The correlation coefficient number of 0.464, indicates that the amount of relationship that exists (correlation) between the Score Intelligences variable and Speaking Final Score is 0.464, this means that the correlation belongs to "medium correlation". In other words, there is a positive correlation between variable X and variable Y.

INTERVIEW

The purpose of this interview was to conduct a comparative analysis of students possessing similar intelligences yet exhibiting varying score in speaking class. Regrettably, certain intelligences lacked sufficient individuals to facilitate the administration of the interview.

Musical Intelligences

Students who have this intelligence are like learning through multisensory activities and music. Contrary, some students who have the same intelligence but get lower speaking scores, tend to use music as a relaxation material only. One fact, though, can explain why students with similar Intelligences levels have different speaking test results. The primary cause of some students losing focus and lowering their speaking class grades is frequently the inclusion of music in the educational process.

Verbal-Linguistic Intelligences.

Students who have this type of Intelligence like learning that requires them to give ideas, and play active roles in classroom discussions, debates and public speaking. Whereas students who have lower scores in speaking class, tend to like more individualistic learning styles, such as writing essays, and completing worksheets. Intelligences is closely related to language and speaking but the use of different learning styles is what makes the difference in score.

Visual-spatial Intelligences

This type of intelligences is likely to use visual organizers, such as mind maps Graphic assistance, online games and simulations, and multimedia presentations in the learning process. Strong visual-spatial learners may be more prone to misinterpretations of visual information, despite the fact that it is a useful teaching strategy. They may become less vocal in class as a result, which naturally results in below-average grades.

Intrapersonal Intelligences

Intrapersonal Intelligences. People with high levels of intrapersonal intelligence learn best when given the freedom to consider their own ideas and experiences as well as when allowed to pursue their own objectives on their own. They prefer independent learning and self-reflection. However, some students claim that they perceive some potential disadvantages to having high intrapersonal intelligence. These may include; Difficulty with group work, collaborative problem-solving, and with external feedback which is very important in learning speaking skills. However, the students added that, despite all the difficulties, they can still learn well so that they get good grades by giving individual feedback so that they can feel more comfortable in learning.

Interpersonal Intelligences

Strong interpersonally intelligent people are frequently drawn to positions that require interacting with people, such as social work, communication, and management. They are able to work well in groups, build enduring connections with others, and possess great communication abilities. While interpersonal intelligence can be a valuable asset for many individuals, according to the students some potential disadvantages may come with this type of intelligence. Here are a few examples: Emotional exhaustion, difficulty with individual tasks, over-reliance on relationships, and being overly talkative.

DISCUSSION

The result shows students' most dominant intelligence is musical intelligences 30% of participants. Thus, the result showed that students knew their capabilities well. It indicates that the participants of the research mostly like learning with music, learn through music or just simply connected with music. As Mashayekh & Hashemi (2011) stated, the use of music in the classroom has been shown to reduce anxiety and stress levels among students.

This is interesting, because basically when we talk about "speaking skills", people would assume that the intelligences for those who perform well in speaking classes are those with verbal-linguistic or interpersonal intelligences and not musical intelligences. This contradicts the expert consensus that the intelligences most closely related to language is linguistic intelligences. And not only that, most of them also have quite high scores for their speaking achievement. After analysing, it turns out that there are several factors that explain why this type of intelligence can have an impact on students' speaking achievement. Sadeghi & Farzizadeh, (2012) underline that it would be unfair to assume that all students have the same

intellectual strengths, preferences, and processing skills when they first enter school because this is rarely the case.

According to the description of the data mentioned in the previous chapter, that there is correlation between the students' intelligences and their speaking achievement. The finding reveals that the correlation between the variables is medium or enough correlation. Therefore, it can be summarized that students' intelligence has enough correlation to speaking achievement. This can be due to other contributing factors such as conditions, learning environment, listening skills, and feedback during speaking tasks.

CONCLUSION

When we are discussing about speaking and language, verbal-linguistic intelligences are the ones that are most related to it. Nonetheless, the findings show that musical intelligences are more prevalent among the students than verbal-linguistic intelligences, which is an interesting finding. This assumed that students nowadays may love learning while listening to music could be different from kids in the 19th century due to various cultural, technological, and educational factors, such as Technological Advancements, Changing Cultural Landscape and other factors. The number of intelligences that students exhibit in a predominate manner provides evidence of this.

In addition, Students should be encouraged to choose themes that reflect their intelligences in addition to participating in in-class activities and doing their homework using the many intelligences. Instead of limiting speech themes to only a few intelligences, educators can make them more inclusive to accommodate the full range of intelligences. The greatest way to engage the largest number of students is to offer a range of themes or exercises for each assignment, then let the students select what they want to do. These options will enable students to make the most of their unique intelligences while getting the most out of their speaking in front of an audience experiences.

However, they believe that understanding multiple intelligences can help choose a career or pursue your interests in a more fulfilling way. By identifying your strengths and weaknesses across different types of intelligence, you can gain a better understanding of your natural abilities and inclinations, this is also reinforced by Howard Gardner's (1999) statement that intelligence is a new kind of construct, one that draws on biological and psychological potentials and capacities. Along with a positive attitude toward learning, this can help them develop self-confidence, self-respect, self-regulation, etc. When they identify the cause of their learning difficulties, they will likely feel more satisfied and relieved.

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