

CHAPTER V

CONCLUSION

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In this chapter, the writer would like to present the conclusion of the study that she has made. Along with the conclusion she also presents some suggestions in line with the result of this study.

5.1 Summary

As it has been stated in chapter I, this study aims at seeing whether there is a positive significant correlation between students' intelligence and their interest to the English achievement of the second year students of SMUK St. Stanislaus I Surabaya.

There are three classes; IIA, IIB, and IIC, where each classes consists of 35 students who become the subject of this study. The writer took the data of intelligence's and interest inventory's scores, and English achievement grades of the second semester or in the second quarter. The data are, then, analyzed by using Alfred Binet Simon's classifications. Students' intelligence is classified into seven levels; very superior, superior, high averages, average, low average, borderline, and mentally retarded. And for interest inventory, the writer uses Kuder's classifications; high, average, and low average.

In this study, the writer uses Multiple Correlation to find out whether there is a significant correlation between students' intelligence and interest and their English

achievement. After calculating it, she found that there is no significant correlation between students' interest and their English achievement. It is not significant at the level of 0,05%, in which $t_c (-0,1601)$ is less than $t_{table} (2,000)$.

From the results of findings, the writer concludes that intelligence plays a crucial factor in learning English. High level of intelligence will make high English achievement and low level of intelligence is followed by low English achievement. On the contrary, interest does not have any influence to English achievement but it does not mean that interest is not important. Teachers may increase the students' interest in order to make their English achievement better. Based on the writer's experience, student who has high intelligence and interest will have a good achievement. Therefore, how the English teachers create the situations to make them prefer to English.

5.2 Suggestions

The followings are some suggestions taken from this study:

1. From the subjects of the study we know that there are many students get low level of interest so teachers should know how to increase their interest. Besides, they should also notice the students who have low level of intelligence. They should give students a lot of exercises in English whether as home work or as a reinforcement program.

2. Even though there is no significant correlation between students' interest and their English achievement, it does not mean that interest is not important. In fact, interest has an important role in teaching learning process because without it the teacher may have difficulties to teach them and the students will ignore the subject, tease their friends, or read the other books. In order to make the students interested in English, teacher may choose the appropriate techniques, methods, and teaching materials.
3. As it is important that teacher should be able to create a comfortable situation in the classroom so that students are interested in following the lesson.

The writer is aware of the fact that this thesis is far from being perfect, therefore she hopes that other researchers will conduct further studies on the correlation between students' intelligence and interest and their English achievement in a wider scope.

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