# THE CORRELATION AMONG INTRAPERSONAL INTELLIGENCE, LEARNING STYLES, SELF- CONFIDENCE, AND SPEAKING ABILITY OF THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF PGRI UNIVERSITY OF PALEMBANG

Indawan Syahri[1], Mulyadi[2], Ayu Novitasari[3]

[1]Universitas Muhammadiyah Palembang, [2]Universitas PGRI Palembang,

[3]SMP Negeri 2 Palembang

[indawansyahri ump@yahoo.co.id](indawansyahri ump@yahoo.co.id)[1], [mulyadi@univpgri-palembang.ac.id](mulyadi@univpgri-palembang.ac.id)[2] , [tatanovitasari1@gmail.com](tatanovitasari1@gmail.com)[3]

## Abstract

This study was aimed to investigate the evidence about intrapersonal intelligence, learning styles, and self-confidence to speaking ability. This is quantitative study. The population of this study was all the second semester students of English Education Study Program of PGRI University of Palembang with the total of 60 students. For the purpose of this study, 60 students had been selected by using total sampling as the research sample. To collect the data, there were two kinds of instrument used. The first intrument was questionnaire used to collect the data of students' intrapersonal intelligence, learning styles, and self-confidence. The second intrument was a speaking test to collect the data of students' speaking ability. The data were analyzed by using Pearson Product Moment and multiple regression formula of SPSS 21 program to find out the correlation among intrapersonal intelligence, learning styles, and self-confidence on speaking ability. And the result indicated, there was significant correlation between intrapersonal intelligence and speaking ability with the correlation coefficient (r) was .965, between self-confidence and speaking ability it was also shown that the level of correlation was high category (r) .989, but there was not any significant correlation between learning styles and speaking ability with the correlation coefficient (r) was -.112. There were significante correlation among intrapersonal intelligence, learning styles, and self-confidence on speaking ability with the level of correlation analysis was in positive category (r) .991. The result suggests that intrapersonal intelligence, learning styles, and self-confidence significantly correlate with speaking ability.

*Keywords: Intrapersonal Intelligence, Learning Styles, Self- Confidence, and Speaking Ability.*

## Introduction

According to Gardner (2005:4), "there are eight types of multiple intelligences, and one of them is linguistic intelligence. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information." According to Nicholson-Nelson (1998:40) "Intrapersonal intelligence is one of nine intelligences relate to a person's unique

aptitude set of capabilities and ways to prefer to demonstrate intellectual abilities." Intrapersonal is self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem. Thomas (2009:93) one of the characteristics of highly developed intrapersonal learners is their capacity to set realistic goals for themselves. This ability certainly has to be among the most important skills necessary for leading a successful life.

Gardner (2009: 251) states that Intrapersonal intelligence is kind of intelligence we exercise when we try to learn more about ourselves that makes it easier to adjust your work or study conditions to those that will be most effective and aware of their emotions, motivations, beliefs, and goals. "Interpersonal intelligence is important and needed in daily life, from relating with family members at home, to classmates and teachers at school to working with others in a person's career" (Kanazawa, 2010:66). Being able to relate to other people and effectively communicate with them happens on a daily basis, inside and outside of school. "Intrapersonal intelligence is a life skill, and many educators purposefully teach this skill to their students" (Klein, 1997:24).

Hlebowitsh (2005: 3) states, "learning styles can be defined, classified, and identified in many different ways. Learning styles as the references students exhibit in their learning." According to Reid (1995:67), "learning styles as a major component of personality refer to the general approaches that students use in acquiring a new language or in learning any other subject. Thus, learning styles are generally the overall patterns that provide direction to learning for an individual in a given situation."

Among the four language skills, the achievement of oral performance is thought to be highly correlate with self-confidence. "Foreign language learners cannot speak the language or express themselves freely and fluently without some degree of it" (Brown, 1994:176). In English Education Study Program, the students are demanded to have three competences such as main competences, supporting competences, and other competences. In main competences, the four skills (listening, speaking, writing, and reading) and other language aspects (grammar/structure, linguistics, translation, etc.) of English are including in the Scientific and Skilled Subjects). Related to this study, the writer will focus only to Speaking subject. In English Education Study Program, there are four speaking subjects offered here, there are Speaking I, Speaking II, Speaking III, and Speaking IV. Therefore, students who have passed the four

speaking subjects are considered having good English speaking.

The writer had small research and interview to students of English study program of PGRI University Palembang in speaking class as a preliminary data; it was found that the students' speaking ability was still low. Based on the description above, the writer is interested in doing the study in second semester of PGRI University to find out whether there is correlation among students' intrapersonal intelligence, learning styles, self-confidence, and their speaking ability

## Research Questions

The problems of the study are formulated in the following questions:

1. Was there any significant correlation between Intrapersonal Intelligence and speaking ability of the second semester students of English Education Study Program of PGRI University Palembang?
2. Was there any significant correlation between learning styles and speaking ability of the second semester students of English Education Study Program of PGRI University Palembang?
3. Was there any significant correlation between self-confidence and speaking ability of the second semester students of English Education Study Program of PGRI University Palembang?
4. Was there any significant correlation among intrapersonal intelligence, learning styles, self-confidence, and speaking ability of the second semester students of English Education Study Program of PGRI University Palembang?

## Theoretical Framework

Concept of Intrapersonal Intelligence

Intelligences usually work together in complex ways. Gardner quoted in Armstrong (2014:16) states that "intelligence as described above is actually a "fiction"; that is, no intelligence exists by itself in life (except perhaps in very rare instances in savants and brain-injured individuals). Intelligences are always interacting with each other." For example: to cook a meal, one must read the recipe (linguistic), perhaps double the recipe (logical-mathematical), develop a menu that satisfies all members of the family (interpersonal), and placate one's own appetite as well (intrapersonal). Similarly, when a child plays a game of kickball, she needs bodily-kinesthetic

intelligence (to run, kick, and catch), spatial intelligence (to orient herself to the playing field and to anticipate the trajectories of flying balls), and linguistic and interpersonal intelligences (to successfully argue a point during a dispute in the game). The intelligences have been taken out of context in MI theory only for the purpose of examining their essential features and learning how to use them effectively. We must always remember to put them back into their specific culturally valued contexts when we are finished with their formal study.

Concept of Learning Styles

"Learning styles can be defined as the cognitive, affective, and psychological factors that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Zakaria, 2006:50). Defines learning styles as a different approaches learners us in their learning process. More definition is offer by Richards (1992:78) who states that "learning style is that particular way in that a learner to gain knowledge or skill." Everyone learn differently and everyone prefers information to be present to him/her in a particular way that made it easiest to be understood. However, over the years the different styles of learning have physical (learn – by – doing), or audible.

Concept Self- Confidence

According to Toff (2000:263) "Confident means having strong belief, firm trust, and strong expectation, having no fear of failure. It is not a static condition, but it is primary situational." (Patil, 2008:67 & Stevens, 2010:56) "Thus someone who is highly confident in familiar settings may be losing confidence in an unfamiliar and challenging environment. Self confidence is speaking can be examining by seeing the students' experience and attitude in learning speaking."

The students perceive their experience in learning whether they appreciate the experiences as one way to get the progress in speaking ability. The ambitious students will be show with their hard working in learning and practicing to speak English. Moreover, how to manage emotion are also the criteria of self-confidence, for example the students' emotion while they are speaking among friends and other people.

Concept of Speaking Ability

People learn a language for a variety of reasons, but the most important one is for communication by using that language. Kubiszyn and Borich (1993:214) states that

"there are four aspects of speaking, there are as following: (1) Pronunciation – ability to pronounce words correctly, (2) Loudness – ability to speak in appropriate word, (3) Word usage – ability to use the words correctly, and (4) Rate – ability to speak in standard rate."

Spelling and pronunciation are two words that are thought to have the same meaning and usage. Strictly speaking, there is some difference between the two words, spelling and pronunciation. Spelling refers to the arrangement of letters in a word. On the other hand, pronunciation refers to the method of articulation or the method of articulating a particular word. This is the main difference between the two words, Aron (2011:1).

**Research Methodology**

The research has three independent variables. They were intrapersonal intelligence as X1, self-confidence as X2, and learning styles as X3. The dependent variable was speaking ability as Y. Fraenkel et al (2012:274) mention "correlation research attempts to investigate possible relationship among variables without trying to influence those variables." It involved collecting data in order to determine the degree to which a relationship exists between two or more variables. The correlational research design of this study is shown in figure 1.



Where:

X1    = Intrapersonal Intelligence

X2    = Learning Styles

X3    = Self-Confidence

Y    = Speaking Ability
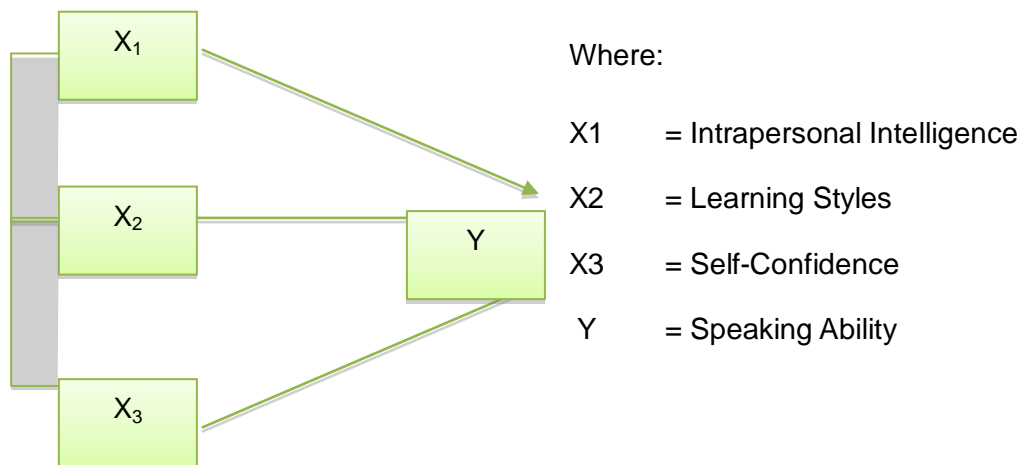
**Figure 1 Correlational Research Design**

**Results and Discussion**

Intrapersonal Intelligence

To measure the students' intrapersonal intelligence, the researcher distributed questionnaire consisting of 30 items in the form of Likert scales. Based on questionnaire the students' intrapersonal intelligence is presented in the following table 1.

Table 1. DESCRIPTIVE STATISTIC OF INTRAPERSONAL INTELLIGENCE

Statistics

| | N | Range | Minimum | Maximum | Mean | Std. Deviation | Variance | Skewness | |
|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Intrapersonal_Intelligence | 60 | 38 | 58 | 96 | 83.50 | 7.626 | 58.153 | -.627 | .309 |
| Valid N (listwise) | 60 | | | | | | | | |

From table 1, it is found that mean score of intrapersonal intelligence is 83.50. Thus, Variance is 58.153, and standard deviation is 7.626. The minimum score that students got 58 Maximum score that students got is 96 and range is 38. From the data above it can be concluded that the more frequently the students use intrapersonal intelligence in general. And most of the students were in medium category. It means, almost all of the students in PGRI University understand about the intrapersonal intelligence itself.

Learning Styles

To measure the students' learning styles, the research gave questionnaire which also consisting of 67 items. Based on questionnaire, students' learning styles is presented in the table:

## Table 2. DESCRIPTIVE STATISTIC OF LEARNING STYLES

Statistics

| | N | Range | Minimum | Maximum | Mean | Std. Deviation | Variance | Skewness | |
|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Learning_Style | 60 | 41 | 40 | 81 | 62.65 | 9.008 | 81.152 | -.355 | .309 |
| Valid N (listwise) | 60 | | | | | | | | |

From table 2, it is found that mean score of learning styles is 62.65. Thus, Variance is 81.152, and standard deviation is 9.008. The minimum score that students got 40, maximum score that students got is 81 and range is 41. It can conclude that most of the students not always used learning styles in speaking ability.

Self- Confidence

To measure the students' self-confidence, the researcher distributed questionnaire consisting of 30 items in the form of likert scales. Based on questionnaire the students' self-confidence.

## Table 3. DESCRIPTIVE STATISTIC OF SELF-CONFIDENCE

Statistics

| | N | Range | Min | Max | Mean | Std. Deviation | Variance | Skewness | |
|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Self_Confidence | 60 | 33 | 68 | 101 | 84.17 | 9.011 | 81.192 | -.156 | .309 |
| Valid N (listwise) | 60 | | | | | | | | |

From table 3, it is found that mean score of learning styles is 84.17. Thus, Variance is 81.192, and standard deviation is 9.011. The minimum score that students got 68 Maximum score that students got is 101 and range is 33.It can be concluded that the more frequently the students have self- confidence in general, the more students will get good performance in speaking skill ability.

Table 4. THE CATEGORY OF STUDENTS' SELF-CONFIDENCE

| No. | Level | Score | Frequency | Percentage |
|-----|-------|-------|-----------|------------|
| 1. | High Self-Confidence | 68 – 84 | 36 | 60 % |
| 2. | Low Self-Confidence | 85 – 101 | 24 | 40 % |

Speaking Ability

In scoring speaking test result, the writer used scoring scale proposed by Harris (1969:82). Based on speaking test the result is presented in the following table 5.

Table 5. DESCRIPTIVE STATISTIC OF SPEAKING ABILITY

Statistics

| | N | Range | Min | Max | Mean | Std. Deviation | Variance | Skewness | |
|---|---|-------|-----|-----|------|-----------|----------|----------|------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Speaking_Score | 60 | 20 | 68 | 88 | 76.40 | 5.295 | 28.041 | -.008 | .309 |
| Valid N (listwise) | 60 | | | | | | | | |

There are 4 hypotheses tested with regard to formulation of problems and objectives of this research. They are:

Table 9. THE CORRELATION AMONG VARIABLES

| No. | Correlation between | r/R Value | Sig. value | Direction | Strength |
|---|---|---|---|---|---|
| 1. | Intrapersonal Intelligence and Speaking Ability | 0.965 | 0.000 | Positive | Strong |
| 2. | Learning Styles and Speaking Ability | - 0.122 | 0.352 | Negative | Poor |
| 3. | Self- Confidence and Speaking Ability | 0.989 | 0.000 | Positive | Strong |
| 4. | Intrapersonal Intelligence, Learning Styles, and Self-Confidence simultaneously on Speaking Ability | 0.991 | 0.000 | Positive | Strong |

The Correlation between Intrapersonal Intelligence ($X_1$) and Speaking Ability (Y).

Therefore, there was significant correlation and direct correlation (positive) between the intrapersonal intelligence and speaking ability at second semester of English education study program of PGRI University Palembang.

The Correlation between Learning Styles ($X_2$) and Speaking Ability (Y).

Further, there was no significant correlation between the learning styles and speaking ability at second semester of English education study program of PGRI University Palembang.

The Correlation between Self- Confidence ($X_3$) and Speaking Ability (Y).

There was significant correlation or direct correlation (positive) between the self-confidence and speaking ability at second semester students' of English education study program of PGRI University Palembang.

The Correlation among Intrapersonal Intelligence ($X_1$), Learning Styles ($X_2$), Self-Confidence ($X_3$) on Speaking Ability (Y).

The significance score 0.000 was lower than 0.05. It means that $H_a4$ was accepted, while $H_04$ was rejected. Therefore, there was significant correlation among the intrapersonal intelligence, learning styles, self-confidence, and speaking ability at second semester students' of English education study program of PGRI University Palembang.

**Conclusion**

Based on the findings described in the previous chapter, it can be concluded there is correlation between the students' intrapersonal intelligence and students' speaking ability. If students' intrapersonal intelligence is high, so speaking ability becomes higher. There is not significant correlation between students' learning styles and students' speaking ability. Learning styles did not really affect the speaking ability. And there is correlation between the students' self- confidence and speaking ability. The teacher is expected to motivate students to develop a positive confidence during the learning process. It can help students in improving speaking ability.

Intrapersonal intelligence, learning styles, and self-confidence, either simultaneously or individually, correlate significantly to speaking ability of the second semester students of English education study program of PGRI University of Palembang in academic year 2016/2017. The students with better intrapersonal intelligence, learning styles, and self-confidence have better speaking ability than the poor ones. The more intelligence they are, the more confidants they develop the speaking ideas that lead to their good speaking.

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