

How is the effect of Multiple Intelligences on Students' Self-Confidence and English Daily Exam Scores?

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Abstract: The research aims to understand the impact of multiple intelligences toward students. Confidence and daily exam score of English Subject. This research was carried out at SMP Negeri 2 Abab, Penukal Abab Lematang Ilir Regency. This research used a quantitative approach. Data testing techniques were used in this research. 193 students were given a multiple intelligences test to find out what is their dominant intelligence and then used the data testing techniques to find out whether there was an impact or not toward the students' confidence and daily exam score in English Subjects. The result of this research showed that (1) the student's dominant intelligence did not significantly affect the English daily exam score. (2) some of the students' dominant intelligence affected the students' confidence in learning the English process, they were verbal intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. So, it can be concluded that the students' dominant intelligence didn't have any impact on the student's exam scores while some of the students' dominant intelligence had an impact to the student's self-confidence.

Keywords: English Examination Assessment, Multiple Intelligences, Self-Confidence.

A. Introduction

One subject taught to help students with their language skills is English. Understanding language as a tool for communication is the essence of language mastery. English can be used to express ideas, sentiments, and facts both vocally and in writing. An instrument for advancing science, technology, and culture is English. The ability to discourse, or the capacity to comprehend and/or produce spoken and/or written texts, is what it means to be able to communicate completely. This capacity is achieved in four language skills: listening, speaking, reading, and writing.

One of the most widely used languages in the world today is English. Globally, English is utilized in a variety of fields including commerce, law, tourism, international relations, health, and technology. Students can interact with people from all over the world and from many cultural backgrounds by studying English. Students will have more opportunities to communicate with numerous materials by becoming

fluent in English. Through these interactions, adolescents obtain the information, practical abilities, and social behaviors necessary to adapt to many foreign cultures.

The national curriculum's general English instruction at the elementary and middle school levels gives children the chance to explore their own identities, social interactions, cultural differences, and international job opportunities. Students that study English have access to the outside world and can comprehend many points of view. Their capacity for critical thought is improved as a result of their comprehension of this sociocultural and intercultural knowledge. They gain a thorough awareness of Indonesian culture, improve their sense of identity, and gain an appreciation for differences by learning about other cultures and how they interact with them. Start from 2006 until this year, the curriculum in our country requires oriented learning development of 4 language skills, namely: listening, reading, speaking, and writing. Learning orientation on these four skills aims to improve skills students communicate both orally and writing (Syahputra, 2014).

One of the key elements that affects whether students succeed or fail in their academic endeavors is intelligence. While the supporters of the IQ test defend that intelligence is inherited and cannot be changed, MIT defends that intelligence can be affected by many factors and cannot only be inherited (Campbell & Campbell, 1999). MIT is not just an intelligence theory (Campbell, et al., 1996). MIT is more widely accepted as a method of instruction, beyond just improving students' modalities of intelligence (Campbell et al., 1996; Fasko, 2001; Lazear, 1998).

It is difficult to anticipate high achievement from students with low or below average intellect levels. Gardner (1993a) claimed that all people have at least eight, maybe even nine, modalities of intelligence. In this sense, MIT suggests that intelligence cannot be in one dimension and that each individual has a variety of intelligences at different levels. Gardner's (1993b) *Frames of Mind: The Theory into Practice* was published, the understanding that was brought to intelligence was transformed into applications. However, there is no assurance that someone with a high level of intelligence will necessarily succeed in school.

Everyone has multiple intelligences where the percentage is different for each category of intelligence. A Harvard University professor of cognition and education first put forth the multiple intelligence's theory in 1983. He established eight parameters for multiple intelligence.: linguistics, logical-mathematics, visual-spatial, interpersonal, intrapersonal, musical, bodily-kinesthetic and naturalist (Gardner, 1993b). The existence of numerous intelligences, each of which is capable of being fully used either independently or in combination, is clearly demonstrated by the capacities and potential of humans. The intelligence is what gives effect to student learning outcomes. Gardner (1999) concluded that the mental potential of a human does not

consist of a single intelligence but of multiple intelligences processed autonomously and localized in different parts of the brain.

The researcher pays attention to how the students' self-confidence in her class and also the daily exam scores of English subjects that obtained by students in SMP Negeri 2 Abab. The researcher found that most of the students lacked and did not even have self-confidence in the process of learning English, even though the scores obtained by the students were mostly still below the minimum standard of English scores (< 70). Therefore, the primary goal of the research is to find out The Effect of Multiple Intelligences Theory toward Students' Confidence and Daily Exam Score in English Subject. Since the many bits of intelligence theory's diversified learning approaches can highlight students' strengths and limitations, it aids the teacher in better understanding each student and delivering targeted support when required.

This is the next reason for the study is to determine how students' levels of confidence and daily exam performance in the subject of English are affected by their dominant intellect. The researcher formulates some research questions that represent the problems of this research, they are 1) Is there any significant effect of Multiple Intelligences toward the students' Confidence in SMP Negeri 2 Abab? 2) Is there any significant effect of Multiple Intelligences toward the students' Daily Exam Score in English Subject in SMP Negeri 2 Abab? Based on the research's questions, the objectives of this research are: 1) To figure out is there any significant effect of Multiple Intelligences toward the students' Confidence in SMP Negeri 2 Abab? 2) To figure out is there any significant effect of Multiple Intelligences toward the students' Daily Exam Score in English Subject in SMP Negeri 2 Abab?

B. Literature Review

Multiple Intelligences

The Multiple Intelligences idea was first forth by Harvard University psychologist Howard Gardner in 1983. Gardner (1993a) thought that each person has a unique intelligence mix that interacts to create their unique personality. His ground-breaking theory of intelligence suggested that everyone has at least eight separate intelligence that operates inequitably. Multiple intelligences are a phrase coined by Gardner (1993a) to describe seven different types of intelligence. Since then, an eighth and a ninth intelligence have been added.

According to the theory of multiple intelligences, there isn't just one specific way to measure intelligence, and consequently, there isn't just one approach to education. Gardner (1993a) contends that there are numerous ways to comprehend and practice teaching and learning. His research has now described nine bits of intellect, up from the original seven he started in 1993. These include bodily-kinesthetic, musical,

interpersonal, intrapersonal, naturalistic, and most recently existential intelligence in addition to mathematical, verbal, and visual learning. Since existentialist intelligence is a more contemporary intelligence, it is rarely referenced in the literature on multiple intelligences theory.

Verbal/Linguistic Intelligence

The capacity for effective language usage and oral and written communication is known as linguistic intelligence. As stated by Edward in his book, linguistic intelligence enables people to interact with one another and make sense of the outside world through language. The knowledge that is acquired by language through speaking, writing, and reading is included in this intelligence. It necessitates proficiency in the language as well as comprehension of word pronunciation and meaning in both spoken and written communication. Understanding social aspects of a language, such as idioms, wordplay, and linguistic humor, is necessary. Therefore, those with good verbal/linguistic intelligence typically like verbal and written expression, as well as wordplay, jokes, riddles, and storytelling. Armstrong (1994) defines linguistic intelligence as the ability to communicate clearly both orally (for example, as a storyteller, orator, or politician) and in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence encompasses the capacity to manipulate language's phonology, semantics, pragmatic dimensions, and pragmatic uses, as well as its syntax or structure, meanings, and meanings. Some examples of these uses are rhetoric (using language to convince people to choose a certain course of action), mnemonics (using language to recall information), explanation (using language to inform), and metalanguage (using language to talk about itself) (Armstrong, 1994).

Students can think about engaging in the following activities if they want to enhance their linguistic intelligence while concentrating on language learning: (1) Regularly peruse the library or bookstores, (2) Simply for fun, read the novels. Every day, even for a short while, read the newspaper or joke books, then practice repeating the jokes to friends, (3) Keep a journal, (4) Play word puzzles, (5) Learn a favorite song, poem, or tale by heart, (6) Get together with your pals and read a play by turns (Chen & Shu, 2005).

Visual/Spatial Intelligence

This intelligence encompasses not just the visuals we can conjure up in our minds, but also the information that arises through the shapes, images, patterns, designs, and textures we see with our exterior eyes. In his work, Edward argues that people may perceive visual or spatial information, alter it, and reproduce visual representations from memory when they possess spatial intelligence. Strong visual/spatial thinkers frequently appreciate graphics, charts, tables, and maps, and they tend to think in

pictures and mental representations. Here are some more of Armstrong (1994) justifications for visual/spatial intelligence, the ability to perform manipulations on one's perceptions of the visual- spatial world (for example, as a hunter, scout, or guide) (e.g., as an interior decorator, architect, artist, or inventor). This intelligence entails an understanding of form, color, line, space, and the relationships among these elements. To do this, one must be able to see, visually explain spatial or visual notions, and correctly situate themselves inside a spatial matrix (Armstrong, 1994).

Students can think about engaging in the following activities if they want to enhance their spatial intelligence while concentrating on language learning: (1) Work on language-related Jigsaw puzzles, (2) Take a course in filmmaking, (3) Create a collage using cutouts of your favorite magazine images, (4) Pay close attention to the movies, TV shows, and videos they watch, (5) Take a stroll outside while paying great attention to everything you see, both around you and other people, (6) By using magazine images or a sequence of sketches, create a tale (Chen & Shu, 2005).

Musical/Rhythmic Intelligence

This is the kind of understanding that occurs through vibration and sound. People with musical intelligence are able to make, convey, and comprehend sound- based meanings. The capacity to perceive and use nonverbal sounds, such as pitch, rhythms, and overall patterns, is referred to as musical intelligence. The majority of musically gifted individuals can rapidly and easily hear songs in their brains. They enjoy listening to music on the radio or CDs or playing some sort of musical instrument. The ability to perceive (as a music enthusiast), distinguish (as a music critic), transform (as a composer), and express (as a performer), is what Armstrong (1994) defines as musical intelligence. This intelligence involves an awareness of a musical composition's rhythm, pitch or melody, and timbre or tone color. Music can be understood symbolically or "top-down" (global, intuitive), formally or "bottom-up" (analytical, technical), or both.

Students should think about engaging in the following activities to hone their musical intelligence while studying a language: accompany friends and family to concerts, play a variety of musical genres, especially those containing lyrics, such as country, rock, jazz, and international. Create a CD or tape with their preferred music, jot down the songs they hear during the day. Sing English songs in the shower. Join a choir or a chorus. Make a song or chant out some of what you've learned.

Physical and Kinesthetic Intelligence

Physical movement and awareness of our physical bodies enable this mode of knowing. A person with bodily-kinesthetic intelligence may solve issues or make things by using all or part of their body. And according to Armstrong (1994), bodily-

kinesthetic intelligence is the capacity to manufacture or modify objects with one's hands, as well as expertise in utilizing one's entire body to communicate ideas and feelings (for example, as an athlete, a dancer, a mime, or an actor) (e.g., as a craftsman, sculptor, mechanic, or surgeon). These physical skills include proprioceptive, tactile, and haptic abilities, as well as coordination, balance, dexterity, strength, flexibility, and speed (Armstrong, 1994).

But even if we don't specialize in bodily-kinesthetic intelligence, we may still use our bodies to support our minds. Our mental health can be improved by engaging in activities like dance, swimming, walking, running, or aerobics. The following exercises can be considered by students who desire to enhance their body-kinesthetic intelligence with an emphasis on language learning: (Chen & Shu, 2005) (1) participate in neighborhood sports, (2) Play songs while dancing in a way that reflects the lyrics, (3) Enroll in a class in poetry, drama, or dance, (4) Learn to cook, farm, build things, or fix cars, (5) Act out a story or use mime.

Mathematical and Logical Intelligence

The capacity to reason well, use numbers effectively, and think logically and mathematically is known as logical-mathematical intelligence. Using math, logic, and numbers, this intelligence looks for and understands the various patterns that occur in our lives, such as thought patterns, numerical patterns, visual patterns, color patterns, and others. Logic-mathematical thinkers are capable of using, appreciating, and assessing abstract relationships. According to Armstrong (1994), the ability to utilize numbers efficiently (for example, as a mathematician, tax accountant, or statistician) and to think clearly is what is meant by being logical-mathematical (e.g., as a scientist, computer programmer, or logician). This intelligence comprises an awareness of logical relationships, assertions, and propositions (such as if-then statements and cause-and-effect linkages), as well as functions and other related abstractions. Processes like categorization, classification, inference, generalization, calculation, and hypothesis testing are used in the service of logical-mathematical intelligence.

On standardized comprehension/written language tests, those who prefer to employ their logical-mathematical intelligence typically perform well. They enjoy finding creative solutions to complex issues, frequently by trial and error. Students can think about engaging in the following activities to improve their logical- mathematical intelligence, with a concentration on language learning: (Chen & Shu, 2005) (1) watch science-related television programming, 2) Read detective fiction or biographies of eminent scientists and their findings, (3) Play logical-mathematical games with your family and friends, such as Clue, (4), visit the scientific museum nearby, (5) utilize and carry technology, such as calculators and games. (6) Put the events in the narrative order.

Interpersonal Intelligence

According to Edward, interpersonal intelligence is the ability to distinguish between and identify the intentions and feelings of others and to use these in problem-solving (Fierros & Edward, 2004). Understanding others' feelings and thoughts with ease is a sign of interpersonal intelligence. This is how people know one another. It is the understanding that takes place when we interact with and relate to others, frequently as a team. And Armstrong (1994) defined interpersonal intelligence as: The capacity to recognize and differentiate between the intents, moods, motivations, and feelings of others. This can entail being aware of gestures, voices, and facial expressions; being able to recognize a range of interpersonal cues; and being able to effectively respond to such cues in some useful way. (e.g., to influence a group of people to follow a certain line of action) (Armstrong, 1994). The ability to comprehend other people's feelings, thoughts, motives, moods, wants, and challenges is a trait shared by those with high interpersonal intelligence preferences. These abilities can also be used to influence and persuade others, as well as to support and comfort others.

The following activities can be considered by students who desire to improve their interpersonal intelligence with a specific emphasis on language learning: (Che & Shu, 2004) (1) Join clubs at their school or in their community, (2) Throw a party and invite one or two people who are not really familiar to them, (3) Observe individuals closely. Visit a crowded area where English is likely to be spoken and spend some time observing how people interact, (4) Make it a point to converse in English with one new person once every few months, (5) Engage in daily English conversation with at least one person outside of class.

Intrapersonal Intelligence

According to Edward, having intrapersonal intelligence allows people to identify and categorize their feelings, create precise mental models of themselves, and use these models to guide their decision-making (Fierros & Edward, 2004).

Intrapersonal intelligence is the capacity for introspection, self- reflection, knowledge of oneself, and the ability to reflect quietly and evaluate one's achievements. The foundation of this intelligence is in our human self- reflective abilities, which enable us to see beyond ourselves and analyze our own life. This is introspective intelligence. It involves the inborn human need to comprehend the significance, meaning, and purpose of events. It entails our understanding of our feelings, principles, and worldviews, as well as several attempts towards real spirituality. Our awareness of our inner selves is another aspect of it. Armstrong (1994) also holds that self-knowledge and the ability to behave correctly in the face of that awareness are components of the intrapersonal. Self- control, self-awareness, self-esteem, and the ability to accurately perceive oneself (one's strengths and weaknesses) are all parts of

this intelligence (Armstrong, 1994). It also entails being conscious of one's own thoughts, objectives, motivations, temperaments, and desires.

The following activities can be considered by students who desire to improve their interpersonal intelligence with a specific emphasis on language learning: (Chen & Shu, 2005) (1) Consider their aspirations and expectations for the future. (2) Participate in things that boost their self-confidence, (3) Attend religious services and keep a daily notebook of their sentiments. (4) an exclusive "dream notebook" close to their bed. As soon as they wake up in the morning, they should write down their dream, (5) spend 20 minutes daydreaming while sitting in a cozy chair about the places they want to visit and the people they want to meet, (6) List your language proficiency's strong points and its weaknesses.

Naturalistic Intelligence

Naturalistic intelligence includes all of the knowledge that we gain from and via our interactions with the natural world, such as our awareness, respect, and comprehension of the surroundings. According to Edward, who made this claim in his book, naturalist intelligence enables people to solve issues by differentiating, categorizing, and utilizing elements of the natural world (Fierros & Edward, 2004). Naturalistic intelligence is the capacity to identify and categorize both the animal and plant kingdoms in order to draw other meaningful differences in the natural world and to put this capacity to use in biological science, farming, and hunting, among other beneficial uses. Thomas Armstrong (1994) defines naturalist intelligence as having expertise in identifying and categorizing the various species the flora and fauna of one's surroundings. This also entails sensitivity to other aspects of nature (such as cloud formations, mountains, etc.) and, for individuals who grew up in cities, the ability to distinguish between inanimate objects like sneakers, CD covers, and cars (Armstrong, 1994).

The focus of those who possess this intelligence is constantly on observing, categorizing, and comprehending the components of their physical surroundings as well as demonstrating their comprehension of natural occurrences. The following activities can be considered by students who desire to enhance their naturalistic intelligence with a specific focus on language learning: (Chen & Shu, 2005) (1) Visit zoos, aquariums, or other places that focus on the natural environment, (2) Engage in a naturalistic hobby, such as bird watching, (3) Watch nature-themed television programs or movies, read books, or subscribe to periodicals, (4) Gather flowers, insects, leaves, or other natural objects to display and explain to others, (5) adore learning about nature, the environment, plants, and animals, (6) Talk to their classmates or friends about their favorite animals or outdoor destinations.

Self-Confidence

According to Goel & Aggarwal (2012), confident individuals believe they possess social competence, emotional maturity, adequate intelligence, success, satisfaction, assertiveness, optimism, independence, confidence, persistence, and leadership traits (Goel & Aggarwal, 2012). Self-confidence, according to Aristiani (2016), is a person's belief in all of his advantages and that belief has a sensation of being able to accomplish a variety of life goals (Aristiani, 2016). It can be claimed that the presence of self-confidence in students is crucial because it will enable them to have faith in their talents and resist giving up when faced with challenges, enabling them to complete all assigned work on their own and to the best of their ability. Therefore, it's crucial to give kids confidence.

The ability to develop a positive judgment of oneself and one's surroundings to be upbeat, impartial, responsible, and think logically to deal with the situation at hand is known as self-confidence. Each student varies in their level of self-assurance; some have strong self-assurance while others have low self-assurance. Junior high school pupils' lack of confidence might be seen, for instance, in their ability to voice their ideas in class. Students who are nervous when speaking in front of the class, students who don't ask questions after the teacher explains the material, students who only remain silent when the teacher asks questions, students who hesitate to voice their opinions in front of the class, students who appear uneasy when the teacher gives quizzes or questions, and students who hesitate if the teacher asks them to come forward are all examples of this. According to the aforementioned viewpoints, self-efficacy beliefs such as optimism, objectivity, responsibility, and reasonable and realistic thinking are all beliefs that shape students' perceptions of and feelings about their skills. To attain their goals, self-assured people believe they are competent, capable, and confident. They also believe they can form a positive opinion of themselves or the circumstances they find themselves in. A sense of optimism about future circumstances is also a result of confidence. People with poor self-esteem are more likely to be pessimistic about their experiences and to place the blame on others. Students may experience the same thing, which will hinder their motivation to learn, and they may resort to desperate measures to avoid experiencing failure.

English Subject Assessment

English language exams are designed to evaluate your level of language proficiency in crucial areas that are required for communication and academic studies. The four key components, reading, writing, listening, and speaking are assessed. The level of your proficiency in each language is evaluated using graded scales based on a broad standard that has been agreed upon. The results show how well you speak a foreign language at universities.

For both completing an English-medium degree program and residing in a nation where English is the major language spoken, the ability to read English is essential. Additionally, understanding things like signage, paperwork, instructions, and information is crucial. You will need to be able to convey ideas and concepts as well as reply effectively in writing throughout your academics and daily activities. Although it may seem simple, knowing how to write an email is a crucial ability.

The ability to listen, comprehend, understand, and respond appropriately both in conversation and when deciding what to do after being given information or instructions is essential to acquiring any language. The ability to articulate your thoughts, feelings, and opinions is crucial. This entails becoming proficient in all aspects of English, including vocabulary, pronunciation, and syntax. English language exams are designed to evaluate your level of proficiency in the language in key areas that are essential for academic study and conversation. Reading, writing, listening, and speaking are the key components that are assessed. Using graded scales based on a broad standard that has been agreed upon, language tests evaluate your degree of proficiency in each. Universities can tell from your scores how well you speak a foreign language.

Reading English fluently is essential for both completing an English- medium degree program and residing in a nation where English is the language of instruction. The comprehension of items like signage, paperwork, instructions, and information is also crucial. You will need to be able to express ideas and concepts in writing and respond appropriately both during your academics and daily activities. Even if it seems straightforward, knowing how to write an email is a crucial ability.

The ability to listen, comprehend, understand, and reply appropriately is essential to acquiring any language, both in conversation and when deciding what to do after receiving information or instructions. It's crucial that you can convey your thoughts, feelings, and opinions. This entails having a solid command of the English language, including vocabulary, pronunciation, and syntax.

To determine the degree to which the indicators of success that have been developed have revealed the students' English behaviors, an assessment of English topics is a task to test students' English proficiency. The assessment's findings might be presented to students qualitatively, as a description of their linguistic actions, quantitatively, as values, or both qualitatively and quantitatively. The development of target competencies must be positively impacted by assessment, regardless of its form, as it is an integral component of learning activities. As a result, evaluation is done at every stage of learning. Many teachers still believe that assessment is the same as or a synonym for a test or exam, which are administered after the learning process is complete. The sole objective is to deliver "value." Of course, this opinion needs to be corrected in light of the description of the assessment's meaning provided above.

Teachers must evaluate their students for a variety of reasons, including (1) diagnosing students' strengths and weaknesses, and (2) tracking students' progress as they learn a competency. Information on learning English can be found by looking at what pupils create or accomplish. As a result, teachers must regularly monitor student behavior, assign work individually, in pairs, or groups, and take into account both the findings of the students' self-evaluation as well as those findings. friend evaluation. Through the work that students generate or complete, teachers and students can learn about the degree of English proficiency, as well as the learning strengths and challenges that student may encounter. In terms of how they are carried out, assessment activities can be informal or formal. Informal assessments are made as students are learning and can range from simple comments to giving feedback on their assignments and portfolios. You, your friends, or the teacher can conduct this evaluation. Informal assessment is a crucial component of learning activities; hence assessment and learning go hand in hand.

Formal evaluations are typically created with the intent of measuring a specific set of preset competencies that must be mastered within a specific amount of time. Exams and tests are the most often used methods. Assessments can be divided into formative and summative categories based on their purpose. The majority of the assessment tasks that teachers complete are formative assessments since they are completed when the target skills are being created, to assist students in the development of these abilities. The process-focused formative assessment seeks to continuously provide feedback so that the process's quality can be raised. Throughout the process, teachers and students can both make improvements. As a result, all informal assessments can be viewed as formative evaluations. The importance of formative assessment in the teaching of English cannot be overstated. The sooner a child's weakness is identified, the better, as it may then be instantly addressed through the teacher's comments. To acquire a more complete picture of pupils' language abilities, teachers should employ a lot of observation, interviews, and portfolios. After the instructional program, the summative assessment primarily seeks to gauge or rather gather data regarding student achievement. Some examples of summative tests are quizzes, midterms, and semester finals.

Here, the researcher will use students' scores that they have gotten from their daily exam which contains some aspects of English skills that have been designed by the teacher in the examination of English subjects. The score may show the students' results from learning the English subject for one chapter before.

C. Methods

Design, Population, Sample

The researcher decided the study as a correlation study, Creswell (2012) defined that "correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2012). In this study, there are two kinds of research variables. They are independent variables and dependent variables. "Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable whereas dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable," (Creswell, 2012).

This study used a quantitative approach. According to Prita (2020), quantitative research entails gathering and interpreting numerical data. It can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations. It implies that in order to get to the conclusions, the writer will evaluate the statistically obtained data (Bhandari & Prita, 2020).

The population that was used to conduct the experiment in this research was the 200 students of SMP Negeri 2 Abab. The sample that the researcher needs for this study is the students who can read well, that is why the researcher chose 193 students appropriate to the sample of this study to follow the Multiple Intelligences Test because there are 7 students who can't read well which means they can't do the test and the questionnaire that needed for this study.

Technique for Collecting the Data

The instrument used was a multiple intelligence test and self-confidence questionnaire. By giving a test, the researcher tried to find out the dominant intelligence that each student has. While the self-confidence questionnaire gave the researcher about how was the fact of the students' confidence itself. The researcher also used the score from the last daily examination that had been held from grade 7th until 9th to be the data for knowing whether Multiple Intelligence has an impact or not on the student's exam score.

Technique for Analyzing the Data

There are three kinds of data that will be analyzed. The first is the Multiple Intelligences tests, the second is the questionnaire on self-confidence, and the score of students' daily exam for the last one. In analyzing the data, the writer will use r-Product Moment Analysis to answer the formulation of problems in this study. But before testing the hypothesis and analyzing the data with correlation product moment

and regression analysis, it is necessary to fulfill the pre-requisite analysis tests of X, Y1, & Y2 after collecting the data. The data analysis technique in this study uses inferential statistical data analysis techniques through SPSS Statistics 27.0.1.0 test results.

D. Results and Discussion

Students' Self-Confidence

The first independent variable is the self-confidence questionnaire. There were 38 items on the self-confidence questionnaire that was given to the students. Table 1 shows the detail of students' self-confidence questionnaire results.

Table 1. The Descriptive Statistics of the Self-Confidence Questionnaire

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Selfconfidence	193	83	162	23310	120.78	15.194	230.851
Valid N (listwise)	193						

Based on table 1 above, it showed that the lowest score for students' self-confidence was 83 and the highest score was 162. It was also known that the mean score of students' self-confidence was 120.78 and the standard deviation was 15.194 and the variance was 230.851.

Table 2. Self-Confidence Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	23	11.9	11.9	11.9
	Medium	132	68.4	68.4	80.3
	High	38	19.7	19.7	100.0
	Total	193	100.0	100.0	

Table 2 above explained that in the category of students' self-confidence variable, there were 23 students who had low self-confidence, 132 students who had medium self-confidence, and 38 students who had high self-confidence. The following is a diagram of the results of the analysis of students' self-confidence categorization:

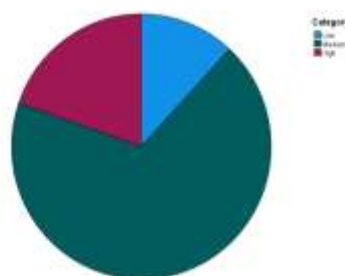


Figure 1. Self-Confidence Categorization

From the graph above, it can be concluded that most students in grades 7, 8 and 9 of SMP Negeri 2 Abab have self-confidence in the moderate category with a percentage of 68.4% or as many as 132 students.

Students' English Daily Exam Score

The second independent variable in this research is students' English daily examination scores. There were 64 students in grade 7th, 70 students in grade 8th, and 59 students in grade 9th as the sample for this research. These students were given an English daily examination, which contained different material for each grade. Each grade had given 10 questions to know how their understanding of the material that had been given by the teacher. Table 3 showed the result of the 193 students' English daily examination.

Table 3. The Descriptive Statistics of English Daily Examination Score

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
ExamScore	193	10	100	11430	59.22	22.911	524.914
Valid N (listwise)	193						

Based on table 3 above, it showed that the lowest score on the English Daily examination was 83 and the highest score was 100. It was also known that the mean score of the English daily examination was 59.22 and the standard deviation was 22.911 and the variance was 524.914.

Table 4. English Daily Examination Score Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	21	10.9	10.9	10.9
	Poor	27	14.0	14.0	24.9
	Mediocre	68	35.2	35.2	60.1
	good	48	24.9	24.9	85.0
	Excellent	29	15.0	15.0	100.0
	Total		193	100.0	100.0

Table 4 above explained the category from students' English daily examination score variable, there were 21 students who had very poor scores, 27 students who had poor scores and 68 students who had mediocre scores, 48 students who had good scores, and 29 students who had excellent scores. The following is a diagram of the results of the analysis of students' English daily examination score categorization:

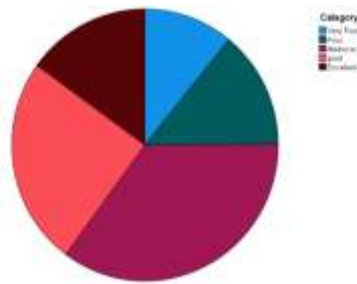


Figure 2. Students' English Daily Examination Score Categorization

From the graph above, it can be concluded that most students in grades 7, 8, and 9 of SMP Negeri 2 Abab have English Daily Examination scores in the mediocre category with a percentage of 35.2% or as many as 68 students.

Students' Multiple Intelligences Test

There were 193 students, which was contained of 64 students from grade 7th, 70 students from grade 8th, and 59 students from grade 9th. They were given 80 questions, of which there were 8 sections each consisting of 10 questions. These 8 parts represent the 8 types of multiple intelligences. Table 4.7 - 4.14 explained the result of Multiple Intelligence test that had been done by the students of SMP Negeri 2 Abab, where the highest score for each student had been reached as the dominant intelligence that would be used as the main data for this research.

After doing the Multiple Intelligences Test with the students, the researcher got the data as follows: there were 19 students who had the highest score in the verbal intelligence part, so it means that their dominant intelligence is verbal intelligence. There were 29 students who had the highest score in the math intelligence part, there were 18 students who had the highest score in the visual intelligence part, there were 23 students who had the highest score in the kinesthetic intelligence part, there were 11 students who had the highest score in musical intelligence part, there were 40 students who had the highest score in interpersonal intelligence part, there were 24 students who had the highest score in intrapersonal intelligence part, and there were 29 students who had the highest score in naturalistic intelligence part.

The Impact of Multiple Intelligence toward the students' confidence and daily exam score.

All students have multiple intelligence scores which are different from one another. Each student has the most dominant intelligence, after carrying out multiple intelligence tests, the researcher grouped each intelligence category which means into 8 categories, namely, verbal intelligence, math/logical intelligence, visual intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. After doing the data test techniques, the

researcher found some results about the correlations of multiple intelligences and the exam scores as follows:

Table 5. The Correlations Between Verbal Intelligence and Exam Score

		verbal intelligence	exam score
verbal intelligence	Pearson Correlation	1	-.182
	Sig. (2-tailed)		.456
	N	19	19
exam score	Pearson Correlation	-.182	1
	Sig. (2-tailed)	.456	
	N	19	19

Table 6. The Correlations Between Math/Logical Intelligence and Exam Score

		math/logic intelligence	exam score
math/logic intelligence	Pearson Correlation	1	-.248
	Sig. (2-tailed)		.195
	N	29	29
exam score	Pearson Correlation	-.248	1
	Sig. (2-tailed)	.195	
	N	29	29

Table 7. The Correlations Between Visual Intelligence and Exam Score

		visual intelligence	exam score
visual intelligence	Pearson Correlation	1	-.003
	Sig. (2-tailed)		.991
	N	18	18
exam score	Pearson Correlation	-.003	1
	Sig. (2-tailed)	.991	
	N	18	18

Table 8. The Correlations Between Kinesthetic Intelligence and Exam Score

		kinesthetic intelligence	exam score
kinesthetic intelligence	Pearson Correlation	1	.203
	Sig. (2-tailed)		.352
	N	23	23
exam score	Pearson Correlation	.203	1
	Sig. (2-tailed)	.352	
	N	23	23

Table 9. The Correlations Between Musical Intelligence and Exam Score

Correlations

		musical intelligence	exam score
musical intelligence	Pearson Correlation	1	-.430
	Sig. (2-tailed)		.186
	N	11	11
exam score	Pearson Correlation	-.430	1
	Sig. (2-tailed)	.186	
	N	11	11

Table 10. The Correlations Between Interpersonal Intelligence and Exam Score

Correlations

		interpersonal intelligence	exam score
interpersonal intelligence	Pearson Correlation	1	-.013
	Sig. (2-tailed)		.938
	N	40	40
exam score	Pearson Correlation	-.013	1
	Sig. (2-tailed)	.938	
	N	40	40

Table 11. The Correlations Between Intrapersonal Intelligence and Exam Score

Correlations

		intrapersonal intelligence	exam score
intrapersonal intelligence	Pearson Correlation	1	.031
	Sig. (2-tailed)		.886
	N	24	24
exam score	Pearson Correlation	.031	1
	Sig. (2-tailed)	.886	
	N	24	24

Table 12. The Correlations Between Naturalistic Intelligence and Exam Score

Correlations

		naturalis intelligence	exam score
naturalis intelligence	Pearson Correlation	1	-.026
	Sig. (2-tailed)		.894
	N	29	29
exam score	Pearson Correlation	-.026	1
	Sig. (2-tailed)	.894	
	N	29	29

By looking at the Pearson correlation and the significant number on the 8 tables above, explained that there was no significant impact on the multiple intelligences toward the students' exam score. The researcher also used the SPSS Statistics 27.0.1.0 to find out is there any impact of the multiple intelligences toward the students' confidence. And the result was:

Table 13. The Correlations Between Verbal Intelligence and Students' Self-Confidence

Correlations

		verbal intelligence	self confidence
verbal intelligence	Pearson Correlation	1	.519*
	Sig. (2-tailed)		.023
	N	19	19
self confidence	Pearson Correlation	.519*	1
	Sig. (2-tailed)	.023	
	N	19	19

*. Correlation is significant at the 0.05 level (2-tailed).

Table 14. The Correlations Between Math/Logical Intelligence and Students' Self-Confidence

Correlations

		math/logic intelligence	self confidence
math/logic intelligence	Pearson Correlation	1	.342
	Sig. (2-tailed)		.069
	N	29	29
self confidence	Pearson Correlation	.342	1
	Sig. (2-tailed)	.069	
	N	29	29

Table 15. The Correlations Between Visual Intelligence and Students' Self-Confidence

Correlations

		visual intelligence	self confidence
visual intelligence	Pearson Correlation	1	.330
	Sig. (2-tailed)		.182
	N	18	18
self confidence	Pearson Correlation	.330	1
	Sig. (2-tailed)	.182	
	N	18	18

Table 16. The Correlations Between Kinesthetic Intelligence and Students' Self-Confidence

		Correlations	
		kinesthetic intelligence	self confidence
kinesthetic intelligence	Pearson Correlation	1	.524*
	Sig. (2-tailed)		.010
	N	23	23
self confidence	Pearson Correlation	.524*	1
	Sig. (2-tailed)	.010	
	N	23	23

*. Correlation is significant at the 0.05 level (2-tailed).

Table 17. The Correlations Between Musical Intelligence and Students' Self-Confidence

		Correlations	
		musical intelligence	self confidence
musical intelligence	Pearson Correlation	1	.505
	Sig. (2-tailed)		.113
	N	11	11
self confidence	Pearson Correlation	.505	1
	Sig. (2-tailed)	.113	
	N	11	11

Table 18. The Correlations Between Interpersonal Intelligence and Students' Self-Confidence

		Correlations	
		interpersonal intelligence	self confidence
interpersonal intelligence	Pearson Correlation	1	.383*
	Sig. (2-tailed)		.015
	N	40	40
self confidence	Pearson Correlation	.383*	1
	Sig. (2-tailed)	.015	
	N	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

Table 19. The Correlations Between Intrapersonal Intelligence and Students' Self-Confidence

		Correlations	
		intrapersonal intelligence	self confidence
intrapersonal intelligence	Pearson Correlation	1	.460*
	Sig. (2-tailed)		.024
	N	24	24
self confidence	Pearson Correlation	.460*	1
	Sig. (2-tailed)	.024	
	N	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

Table 20. The Correlations Between Naturalistic Intelligence and Students' Self-Confidence

		Correlations	
		naturalis intelligence	self confidence
naturalis intelligence	Pearson Correlation	1	.498**
	Sig. (2-tailed)		.006
	N	29	29
self confidence	Pearson Correlation	.498**	1
	Sig. (2-tailed)	.006	
	N	29	29

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

The next 8 tables above showed that there were some of the students' dominant intelligence affected the students' confidence in learning English process, they were verbal intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. It showed by the Pearson Correlation and the significant number.

E. Conclusions

Every student has their own score of multiple intelligences which are different from one another. And also, each student has a dominant intelligence that does not significantly impact their English Daily exam score. Even if they have verbal intelligence as the dominant one, not necessarily influence them to have high scores, even though learning English is a field that requires verbal skills as one of the main basic things in the learning process. And conversely, even though their verbal intelligence score is low, it does not necessarily mean that they get a low score either because there are some students whose verbal intelligence is low, but their scores are actually quite high. Some of the multiple intelligences have a significant impact on the student's self-confidence, namely, verbal intelligence, kinesthetic intelligence,

interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. While math/logical intelligence, visual intelligence, and musical intelligence have no significant impact on the students' self-confidence.

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