

MILIK PERPUSTAKAAN  
STAIN KEDIRI

**THE CORRELATION OF INTELLIGENCE QUOTIENT (IQ)  
WITH READING COMPREHENSION AND WRITING  
ACHIEVEMENT OF EFL LEARNERS'**

**THESIS**

Presented to  
State College for Islamic Studies (STAIN) Kediri  
in Partial Fulfillment of the Requirements  
For the Degree of Sarjana in English Language Education



STAIN / IX / Prps.  
o Kias : KJ/TB1-16/032  
No Inv : 16 22032  
Tanggal : 11-10-2016  
Sifat : P/T/B.

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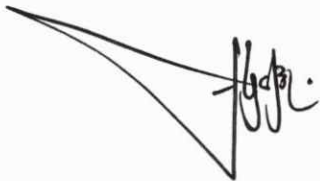
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This is to certify that *The Correlation of Intelligence Quotient (IQ) with Reading Comprehension and Writing Achievement of EFL Learners'* has been received and approved by the thesis advisors for further approval by the board examiners.

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam sidang Munaqosah

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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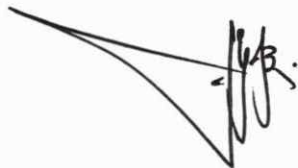
Judul : THE CORRELATION OF INTELLIGENCE QUOTIENT (IQ) WITH  
READING COMPREHENSION AND WRITING ACHIEVEMENT OF  
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Setelah diperbaiki materi dan susunannya sesuai dengan beberapa petunjuk dan tuntunan yang telah diberikan dalam siding munaqosah yang dilaksanakan pada tanggal 21 Juli 2016. Kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian, agar maklum adanya.

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## MOTTO

*“To make mistakes whilst learning is alright but to keep doing the same mistakes is not right; past mistakes is not a “weed” or “ghost” we should ignore or even run from, but an “experience” that we must learn from”*

## DEDICATION

*This thesis is dedicated to:*

*My respectable Father and Mother, Subari and Binti Zulaikah, thanks for your love, your support, your patience, your prayer and your affection in my life.*

*My beloved little brother, Moh. Budi Riyanto who is always there for me and always make me happy.*

*All of my lecturers at STAIN Kediri, especially my advisor, Dr. Ary Setya Budhi Ningrum, M. Pd and Chotibul Umam, M. Pd. A million of thanks I appreciate for all of your advice and suggestion to make my thesis better.*

*All of my friends, especially my all classmate that I cannot name one by one; I will always remember our memories and experiences.*

## ACKNOWLEDGMENT

In the name of Allah SWT., The Most Gracious and The Most Merciful, because of His Blessing that the thesis can be finished properly on appropriate time. Peace and blessing be upon for Muhammad SAW., the last prophet in the world.

Subsequently, I express my great appreciation and thank to those who have a big contribution in helping me finish the thesis. It is my pleasure to acknowledge:

1. Dr. Ary Setya Budhi Ningrum, M. Pd. and Chotibul Umam, M. Pd. as my respected advisors who always give guidance, help, constructive criticism and suggestion to compose the thesis.
2. Drs. Nurchamid, MM. as the principal of STAIN Kediri.
3. Yuli Andayani, S. Pd. as the English teacher of XI-IPA 3 who helps a lot in conducting the tests and obtaining the data.
4. The principal of SMA Negeri 4 Kediri, Drs. Bambang Soetiarso, MM. who gives permission for the researcher to conduct a research at.
5. All the staff in Kanjur, Akademik, SLC and Library of STAIN Kediri.
6. All of my friends who always give support and encouragement to finish this thesis. Thank you very much.

At last, hopefully the result of this study is valuable for all the readers and will be a useful reference for other researchers in the future.

Kediri, June 19<sup>th</sup>, 2016



The Writer



## ABSTRACT

Wibowo, Rohmat Agung. 2016. *The Correlation of Intelligence Quotient (IQ) with Reading Comprehension and Writing Achievement of EFL Learners*. State College for Islamic Studies (STAIN) Kediri, Faculty of Education, English Department, Advisors: 1.) Dr. Ary Setya Budhi Ningrum, M. Pd. 2.) Chotibul Umam, M. Pd.

Key Words: Intelligence Quotient (IQ), reading, writing, hortatory exposition text.

Intelligence is commonly used to tell how successful people are in their lives. Gardner & Lambert believe that there is a link between general intelligence and second language learning ability. Reading and writing is a good example in this case. EFL learners should have fine intelligence to catch the ideas of what they read as well as good memories to express ideas in writing.

The research problems of this study are about the correlation of IQ with reading comprehension and writing achievement. The researcher believes that there is significant correlation of IQ with reading comprehension and students' writing achievement as well as students' reading comprehension with their writing achievement.

This study is aimed at determining the correlation of IQ with reading comprehension and writing achievement as well as students' reading comprehension with their writing achievement for then they are compared between one another to see which variable contributes more. As many as 32 students of XI-IPA 3 (XI-SCIENCE 3) class at SMA Negeri 4 Kediri took a part in this study.

There are three instruments used in this study, those are IQ test, reading comprehension test, and writing test. However, the researcher only conducted reading comprehension and writing test since the participants have had taken IQ test before that the researcher obtain the data of students' IQ by having them copy their certificate of IQ test score.

Upon obtaining the whole data needed, the researcher uses Pearson Product Moment formula and SPSS 21 as well as Microsoft Excel 2013 to calculate the data. The SPSS 21 is used to determine the correlation of IQ with reading comprehension and writing achievement as well as reading comprehension with writing achievement. Meanwhile, Ms. Excel is used to get further insight of each variable by computing the mean of each scoring aspect.

The result of this study shows that the significance correlation of IQ with Reading Comprehension and writing achievement is lower than 0.05, which means  $H_0$  is rejected. The correlation coefficient between IQ and reading comprehension shows higher value than IQ does to writing achievement ( $r=.484$ ). While the correlation coefficient of IQ and writing achievement is 0.401 ( $r=.401$ ). IQ contributes as many as 23.42% to reading comprehension and 16.08% to writing achievement. In addition, the correlation coefficient of reading comprehension and writing achievement shows that they are moderately correlated ( $r=.587$ ), meaning that reading comprehension contributes as many as 34.45% to writing achievement.

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SURAT PENELITIAN

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