

**THE CORRELATION BETWEEN INTERPERSONAL INTELLIGENCE
AND THE ENGLISH SPEAKING ABILITY OF STUDENT IN
PHARMACY DEPARTEMENT AT SMK YADIKA PALU**



THESIS

*Submitted as A Partial Fulfillment of One the Requirements for the Thesis Seminar of
Edication in English Tadris Departement, Faculty of Tarbiyah and Teacher
Training. State Islamic University Datokarama Palu*

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STATEMENT OF THE THESIS AUTHENCITY

I here by declare that this thesis entitled **"The Correlation Between Interpersonal Intelligence and The English Speaking Ability in Students Pharmacy Departement at SMK Yadika Palu"** has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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ABSTRACT

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This research aims to determine whether there is a significant correlation between interpersonal intelligence and English language skills of students of the Pharmacy Department of SMK Yadika Palu. The approach used was quantitative with correlation method, involving a sample of 30 students of class XI Pharmacy who were selected by purposive sampling. The instruments used in this research consisted of a questionnaire to measure students' interpersonal intelligence and a speaking test to assess English speaking ability. The data were analyzed through several stages, including normality test and Pearson Product Moment correlation test processed using SPSS version 26 for Windows. The results of the normality test showed that the data were normally distributed, the Pearson correlation test showed a significant and positive relationship between interpersonal intelligence and English speaking ability, with a correlation coefficient of 0.776 and a significance value of 0.000 ($p < 0.05$). This correlation is categorized as a high correlation. In addition, 60.3% of the variance in English speaking ability can be explained by the interpersonal intelligence variable. These findings indicate that the higher level of interpersonal intelligence possessed by students, the better their English speaking ability.

Keywords: Interpersonal intelligence, English Speaking Ability, Correlation, Vocational Students.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah Subhanahu Wa Ta'ala, the Almighty God, for the mercy and strength so that the researcher can finish this Thesis entitled: "The Correlation Between Interpersonal Intelligence and The English Speaking Ability in Students Pharmacy Departement at SMK Yadika Palu". Greetings and shalawat are addressed to the prophet Muhammad Shallallahu 'Alaihi Wa Sallam, family and friends. This thesis presented as partial fulfillment of the requirements for the bachelor's degree of English Tadris Department Faculty of Education and Teacher Training at State Islamic University Datokarama Palu.

Thank you for the support and guidance from some people both morally and materially, that made the researcher finally faced and overcome the difficulties and obstacles in order for this thesis could be completed, and may Allah SWT always protect and bless you. In this section the researcher would like to express her deepest appreciation to the following people:

1. The researcher's parents, Amir and Nur Ida, for their endless love, prayer, material, greatest support, patience and inspiration. Researcher's sister's and brother: Nur Amira, Yuni Arta, Muhammad Abdul Naufal. Thank you very much for all your support and motivation during the researcher's study.

2. The rector of State Islamic University Datokarama Palu, Prof. Dr. H. Lukman S. Thahir, M. Ag, for his policies that has been supporting the process of teaching and learning of State Islamic University Datokarama Palu.
3. The Dean of Teacher Training and Education Faculty, Dr. Saepudin Mashuri, S.Ag., M.Pd.I., who has directed the researcher in the research process.
4. H. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D, as the Head of English Tadris Department and Hijrah Syam, S.Pd., M.Pd as secretary of English Tadris Department, who give great and valuable advice, support, an direction to the researcher during the process of study at State Islamic University Datokarama Palu.
5. Ana Kuliahana, S.Pd., M.Pd. as the first supervisor and Dzakiah, M.Pd. as the second supervisor in the preparation of this thesis, who corrected and provided input, and encouragement to the researcher until the completion of this thesis.
6. All the lecturers in English Tadris Department who had given motivation, support and precious knowledge during the researcher's study at State Islamic University Datokarama Palu.
7. The researcher's beloved best friends especiall, nur'azizah, Sri Wahyuni, Rahadatul Aisy, Nanda Amaliah, Rani Rizqi Ambarwati, Riski Rosnanda. who always give motivation and support in all

8. The researcher's beloved classmates at TBI 1 batch 2021, who always given support and motivation in completing this thesis.
9. For Hendrawan, thank you for contributing to the writing of this thesis, providing support, enthusiasm, and energy. Thank you for being a part of this preparation journey until the preparation of this thesis is complete.
10. The Researchers beloved, Thank you to my friends Novi Amelia, Dawan, Nur Afni S.T.L pondan, Irmawati, in KKN for the experience and accompanying the author through daily life and providing support and motivating the author in completing this final project.

Finally, may Allah SWT. bless and reward all those who have given their contribution to the completion of this thesis. Last but not least, may this research contribute to the corellation between interpersonal intelligence and the english speaking skill.

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
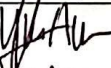





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LEGALIZATION

A thesis entitled " The Correlation Between Interpersonal Intelligence and The English Speaking Ability in Students Pharmacy Departement at SMK Yadika Palu " which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 5th Maret 2025 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirements for obtaining bachelor degree in English Tadris Study Program.

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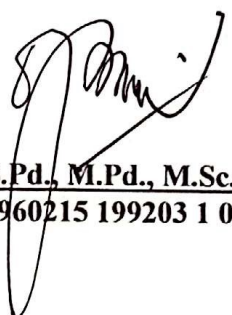
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CHAPTER I

INTRODUCTION

A. Background

Education has an important role in sensing intelligence in human beings. School education is basically a continuation of parental or family education. Education has a very decisive role in the development and self-realization of individuals, especially for the development of nations and countries.¹ The purpose of education in general is to provide an environment that allows students to develop their talents and abilities optimally. Learning is the process of acquiring knowledge, skills and values through experience, learning and interaction that will increase intelligence in the ability to solve problems and be able to adapt to the environment. Learning is a process of effort made by a person to get a new change as a result of his own experience in interaction with the environment. In this case, the change in learning is something that is done consciously (intentionally) and aims to obtain something better than before.²

Humans utilize language to communicate with one another. This indicates that language acts as a channel for interaction between people during

¹Dong, Yanyan, et al. *Research on how human intelligence, consciousness, and cognitive computing affect the development of artificial intelligence. Complexity* 2020.1 (2020)

²Andar djamaluddin, wardana. *Belajar dan pembelajaran 4 pilar peningkatan kompetensi pedagogis*. 2019

communication. Students' intellectual, social, and emotional growth is greatly influenced by language, which also helps them succeed academically in all subject areas.³ Language learning is expected to help students understand themselves, their culture, and other cultures. In addition, language learning helps students in expressing their ideas and participating in their own learning. English is one of the languages that is considered important to learn in the current era of globalization. English is recognized as an international language, so many countries in the world use it as the main language in communicating with foreigners⁴. In the modern world, learning English is essential for a number of reasons, such as enhancing careers, improving social interaction, making it easier to find a job, making it easier to search for knowledge or international literature, and improving your introduction to technology.⁵

Speaking is one of the language skills that is very important for students to master in order to become good communicators. Speaking is the oral use of language to communicate with others. By giving students a speaking test, it can help them to improve their speaking ability. Speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is a means by which students communicate with others to achieve specific goals or to express their

³Brackett, et.al "Emotional intelligence: Implications for personal, social, academic, and workplace success." *Social and personality psychology compass* 5.1 (2011): 88-89.

⁴Hasanah, Nurul, and Pratiwi Tri Utami. "Emerging Challenges of Teaching English in Non-Native English-Speaking Countries: Teachers' View." *English Language Teaching Educational Journal* 2.3 (2019): 112-113.

⁵Juliani Patiyasa Lubis, Neng Zahra Nurraya Fitri, Salwa Camilia Ridwan. *The Importance of Mastering English and Factors Affecting English Proficiency* 3, no 3 (2024): 3600..

opinions, intentions, hopes, and points of view.⁶ Communicative language teaching is a method that is most effective in learning foreign languages, in this case the intended language is English. In accordance with the purpose of this method is for students to acquire communication skills. Communication is the action taken by students in interaction. Preparing students for meaningful interactions with natural language is a key goal of language learning.⁷

Intelligence has the ability to understand interpret and use language effectively, There are eight intelligences possessed by humans, namely; Linguistic: The ability to use words effectively, Logical-Mathematical: The ability to use numbers effectively, Spatial: The ability to understand the visual-spatial world accurately, Kinesthetic-Physical: The ability to use the whole body to express ideas and feelings, Musical: The ability to perceive, distinguish, transform, and express musical forms, Interpersonal: The ability to understand and discern the moods, intentions, motivations, and feelings of others, Intrapersonal: The ability to recognize oneself and act adaptively based on that knowledge, and Naturalist: The ability to recognize and classify various species of flora and fauna.⁸ in this case the intelligence in question is interpersonal intelligence which has the ability to understand, communicate and interact effectively with others. It enables a person to communicate, build relationships, and recognize different

⁶Manalulallaili, et.al. *Correlation between emotional intelligence and students' speaking achievement*. 2018

⁷Ibid 6

⁸Thomas Armstrong, *Multiple intelligence in the classroom*, 3rd ed. (Alexandria, Virginia USA, 2009): 35-38.

roles within a group. Individuals with high interpersonal intelligence generally excel in communication, empathy, and cooperation with others.⁹

Some previous researcher have shown a relationship between interpersonal intelligence and English language skills. For example, research at SMP 01 Mlarak Ponorogo found a significant correlation between interpersonal intelligence and English speaking achievement in grade 7 students.¹⁰ Another researcher in the Riau Islands, Batam, also showed a relationship between interpersonal intelligence and English speaking skills reading comprehension.¹¹ These results indicate that the higher one's interpersonal intelligence, the better one's English speaking skills. However, some other researcher show that the relationship between interpersonal intelligence and English speaking ability is not always significant, so further research is needed to understand the factors that influence students' speaking skills.

The results of preliminary observations conducted at SMK Yadika Palu support the findings from previous research, where some students, particularly in the Pharmacy department, demonstrate excellent English speaking skills. Interestingly, their speaking ability is not only seen in the classroom environment, but also in daily interactions outside the classroom, such as when communicating with their English teachers fluently without text. This shows that there is a

⁹Ummu himmaturrafiah *Korelasi antara kecerdasan interpersonal siswa dengan prestasi berbicara bahasa Inggris*. 2018

¹⁰Ibid 32

¹¹Muhammad Khusairi Nasution, Eka Wilany. *the correlation between interpersonal intelligence and students' reading comprehension*. 2020

relationship between interpersonal intelligence and English speaking ability, especially in terms of motivation, empathy, and verbal and non-verbal communication skills.

Interpersonal intelligence means that students have a good ability to know and understand other people better in their interests, desires, or motivations. As well as having empathy peace, harmony, good communication, cooperation, and skilled in verbal and non-verbal communication. Seeing situations from different perspectives. Creating positive relationships with others. The relationship between interpersonal intelligence and English language skills is that the higher and more positive the interpersonal intelligence, the better the English language skills, otherwise the lower and more negative the interpersonal intelligence, the worse the English language skills.

Based on previous research and the results of preliminary observations made by researcher with English teachers at SMK Yadika Palu, researcher are interested in discussing the topic of “The Correlation Between Interpersonal Intelligence and English Speaking Ability of Pharmacy Department Students at SMK Yadika Palu”. In the context of this study, interpersonal intelligence focuses on motivation, empathy and skills in verbal and non-verbal communication. Able to improve students' speaking ability. Thus this research is expected to contribute to scientific development in the field of English language learning, especially at the upper secondary level.

B. Research Question

Based on the background of the problem stated above, the problem formulation of this research is formulated: “Is There any correlation between interpersonal intelligence and the English speaking ability of student in pharmacy departement at SMK Yadika palu?.”

C. Objective and Significance of The Research

1. Objective of the research

This research aims to find out the correlation between interpersonal intelligence and the English speaking ability of student in pharmacy departement at SMK Yadika Palu.

2. Significance of the Research

The benefits of this research there are:

a. Theoritically

This research is expected to be useful input and a contribution of thought from writing to readers and other writers in adding insight related to the correlation between interpersonal intelligence and the English speaking ability of student pharmacy department in the school.

b. Practically

1. For the researcher, this research can broaden understanding and uncover the true correlation between interpersonal intelligence and the English speaking ability of students in the pharmacy department. Additionally, it can serve as material for future research and studies relevant to this issue.

2. For the school, this can serve as a reference for improving learning and motivating students by exploring interpersonal intelligence in relation to their English language skills.
3. For students, it can help them to better motivate themselves through their interpersonal intelligence, thereby enhancing their motivation in learning English as well as in other subjects.

D. Outline of the Research

Chapter I, presents introduction, containing the research problem, objectives, benefits, and the outline of the research. Chapter II focuses on the literature review, which includes previous research, theoretical review, conceptual framework and hypotheses. Chapter III deals with research methodology, including research approach and design, population and sample, research variables, operational definitions, research instruments, data collection techniques, and data analysis techniques. CHAPTER IV presents result and discussion, in this chapter, description of the research result and discussion of the research are explained. CHAPTER V focuses with conclusion and suggestion in which two sections such as conclusion and suggestion are throughly explained.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this previous research, it begins with a description of previous research related to this study. Every research study requires a basis or reference in the form of theories or findings from prior research. Several previous research findings relevant to this study are used to help the researcher gain insights related to the current research. The following are previous studies related to the research that will be conducted by the researcher, including:

Table 2.1 Previous Research

NO	Name, title and year of research publication	Research results	Similarities	Differences
1.	Retno Setya Budiasningrum et.al, in this title “ the relationship between interpersonal intelligence and Parents’ attention. (2020)	There is a positive relationship between the independent variables, interpersonal intelligence (x1) and parental attention (X2) both individually and stimulus with the dependent variable English speaking skills. In addition, the results prove that there is a positive relationship between interpersonal	Taking the same independent variable (interpersonal intelligence) and using quantitative research.	The researcher takes the difference that lies in the sample. The sample used by Retno Setya Budiasningrum and DKK at the university while in this study using a school-based sample.

		intelligence and English speaking skills, and there is a positive relationship between parental attention and English speaking skills, and finally there is a positive relationship between interpersonal intelligence and parental attention.		
2.	Mulyana, In This Title “The influence of interpersonal intelligence on learning achievement of grade IV elementary school students in cluster v gerung”. (2013)	There is an effect of interpersonal intelligence on the learning achievement of grade IV elementary school students in Gugus V Gerung in the 2022/2023 school year, this is evidenced by hypothesis testing using simple linear regression, namely $0.025 < 0.05$, so it can be concluded that H_a is accepted.	Taking the same independent variables (interpersonal intelligence. and both use quantitative research.	Researchers take the difference that lies at the school level. the population used by Mulyana at the elementary school level. while in this study it is at the vocational high school level. besides that, researchers take the dependent variable of student learning achievement, while in this study the dependent variable is about English speaking ability.
3.	Salsabila youhandiza aura	There is an effect of interpersonal	Taking the research	The difference is

	<p>putri with the title “the influence of interpersonal communication on english language skills of students elementary school”. (2022)</p>	<p>communication on students' English language skills, Data collection techniques are using observation, questionnaires, and documentation. The data analysis used Chi Squared and simple linear regression analysis, proven by the significance value of the results on simple linear regression analysis, where the significance value is 0.024 with $\alpha = 0.05$ so that $0.024 < 0.05$ is obtained. Therefore, H_0 is rejected and H_a is accepted. T</p>	<p>using quantitative research.</p>	<p>in the independent variable, and dependent variable where the independent variable is interpersonal intelligence and the dependent variable is english language skills. while this researcher takes interpersonal intelligence as variable independent, While the dependent variable is english speaking skill ability.</p>
4.	<p>Muhammad khusairi nasution et.al, in this title “the correlation between interpersonal intelligence and students’ reading comprehension”. (2020)</p>	<p>There was a relationship between students' interpersonal intelligence and students' reading comprehension skills. This is indicated by the scores obtained by all students from the interpersonal intelligence questionnaire and reading</p>	<p>Taking the same independent variable (interpersonal intelligence) and both using a quantitative approach.</p>	<p>The difference is in the dependent variable, where Muhammad Khusairi Nasution and DKK take the variable reading comprehension while this research takes</p>

		comprehension test.		English speaking ability.
5.	Ummu himmaturofiah, in this title "correlation between interpersonal intelligence student and students' English speaking achievement of seventh grade at SMPN 01 mlarak in academic year (2019).	There is a significant correlation between students' interpersonal intelligence and English speaking achievement of grade 7 students.	Taking the same independent variable interpersonal intelligence and both using a quantitative research approach.	The difference is in the dependent variable, where ummu himmaturofia h takes the dependent variable English speaking achievement, while this research takes English speaking ability.

B. Theoretical Review

1. Interpersonal Intelligence

Interpersonal intelligence is ability of a person's skill in creating relationships, build social relations so that both sides are in a good situation. Interpersonal intelligence is the ability to understand and be sensitive to the feelings, intentions, motivation, character, temperament others.¹² its Interpersonal intelligence refers to a person's ability to establish relationships, build social interactions, and create harmonious situations for both parties. Gardner defines interpersonal intelligence as the capacity to understand and respond sensitively to the feelings, goals, motivations, character and temperament of others.

¹²Howard Gardner. *The theory of multiple intelligences*. Annals of dyslexia (1987): 19-35.

Interpersonal is the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. It can be interpreted that interpersonal intelligence is an intelligence that humans have to understand the feelings of others, this intelligence is characterized by the ability to digest and respond appropriately to the moods, temperaments, motivations, and desires of others.¹³

Interpersonal strong intellect has a good self-image, knows what he is good at and feels confident.¹⁴ Therefore, it can be said that students who have high interpersonal intelligence, these students will have high confidence when told to read English texts without hesitation and fluency, students who have high interpersonal intelligence can also quickly understand the explanations of others when others give suggestions or criticism of their reading abilities, and students who have high interpersonal intelligence. That is, individuals with high interpersonal intelligence have a positive self-image and are confident, so they are able to read English texts fluently and easily understand criticism or suggestions from others.

¹³Thomas Armstrong, *Multiple intelligence in the classroom*, 3rd ed. (Alexandria, Virginia USA, 2009): 40.

¹⁴Leary, Mark R. *The self we know and the self we show: Self-esteem, self-presentation, and the maintenance of interpersonal relationships*. Blackwell handbook of social psychology: Interpersonal processes (2003): 457.

2. Kinds of Intelligence

According to Howard Gardner there are seven types of differences that everyone seems to possess to a greater or lesser degree. As the theory evolved, he added an eight intelligence to the list. There eight intelligences are :¹⁵

a. Linguistic intelligence

Linguistic intelligence is able to manage language in both spoken and written form this intelligence is able to understand the structure of structure, syntax, and vocabulary that can think logically and systematically in language.

b. Body-kinesthetic intelligence

Kinesthetic intelligence, having the ability to control body movements, understand space and movement and coordinate and act actively.

c. Spatial intelligence.

Spatial intelligence has the ability to understand space and shape. People with this intelligence have the ability to visualize objects and structures well. They often have good design and architectural skills.

d. Musical intelligence.

Musical intelligence is the ability to understand rhythm, melody and harmony. People with this intelligence have a good grasp of musical structure and composition. They often have the ability to play music well.

¹⁵Ummu himmaturrafiah *Korelasi antara kecerdasan interpersonal siswa dengan prestasi berbicara bahasa Inggris*. 2018

e. Logical-mathematical intelligence.

Logical mathematical intelligence is the ability to manage logic and numbers. People with this intelligence have the ability to understand math and logic concepts well.

f. Intrapersonal intelligence.

Intrapersonal intelligence is the ability to understand oneself, people with this intelligence have the ability to understand emotions, motivations and strengths well. They often have good self-reflection skills.

g. Interpersonal intelligence.

Interpersonal intelligence is the intelligence that interacts with and understands others. People who have this intelligence have the ability to understand other people's behavior, motivations, and emotions well.

h. Naturalist intelligence.

Natural intelligence is the ability to understand nature and the environment. People with this intelligence have a good understanding of ecosystems and biodiversity. They often also have good observation and environmental analysis skills.¹⁶ Howard Gardner suggests that each individual has eight types of intelligence with different levels of variation, namely linguistic, kinesthetic-physical, spatial, musical, logical-mathematical, intrapersonal, interpersonal, and naturalist intelligence. Among these intelligences, interpersonal intelligence stands out in the ability to interact and understand others, including

¹⁶ *Ibid* 36

their behaviors, motivations, and emotions. This intelligence is important in building effective and harmonious social relationships.

3. The Characteristics of Interpersonal Intelligence

There are five main characteristics of interpersonal intelligence. These characteristics describe how individuals effectively understand and interact with others in various social contexts as follows:

1) The Ability to Empathize

Individuals with strong interpersonal intelligence exhibit a high level of empathy, meaning they can sense and understand the emotions and perspectives of others. This empathy is not only emotional but also cognitive, allowing them to comprehend others' thoughts and feelings deeply. In social contexts, empathy plays a crucial role in building harmonious relationships and minimizing conflict. In education, for example, empathetic teachers are more capable of recognizing students' needs and adjusting their teaching strategies accordingly.

2) Effective Communication Skills

Communication is a central aspect of interpersonal intelligence. People with this intelligence are able to express ideas, thoughts, and emotions clearly and appropriately, both verbally and nonverbally. They are also skilled at active listening, which is essential in forming healthy interpersonal relationships. These communication skills enable them to serve as effective mediators in resolving conflicts and contributing positively in team settings.

3) The Ability to Build and Maintain Social Relationships

A key characteristic of interpersonal intelligence is the ability to establish and sustain positive social interactions. Such individuals easily adapt to different social environments, work well in teams, and tend to be cooperative. Their interpersonal skills help create inclusive and supportive social atmospheres, making them well-liked in various group settings.

4) Sensitivity to Others' Motivation and Goals

People with interpersonal intelligence are capable of identifying what drives others to act. They are attuned to others' motivations, values, and personal goals, and can tailor their communication or interaction strategies based on this awareness. This sensitivity is especially valuable in educational or professional settings, where understanding others' motivations can lead to more effective guidance and collaboration.

5) Leadership and Teamwork Abilities

Interpersonal intelligence is closely linked with leadership skills. Individuals with this type of intelligence are often able to organize, coordinate, and lead groups efficiently. They can manage group dynamics, recognize each member's strengths, and resolve conflicts constructively. Their ability to collaborate means they not only pursue personal goals but also contribute meaningfully to shared objectives.¹⁷

¹⁷ Howard Gardner, *Multiple Intelligences: The Theory in Practice*. (New York: Basic Books, 1993) 39–41.

4. Components of Interpersonal Intelligence

There are three main components of interpersonal intelligence. These components can be described as follows:

a. Social Insight

Social Insight is the ability to understand and find effective problem solving in a social interaction, so that these problems do not hinder or destroy the social relations that have been built. Social insight includes :

1. Self-Awareness
2. Understanding of Social Situations and Social Ethics
3. Problem Solving Skills

b. Social sensitivity

social sensitivity is the ability to be able to feel and observe the reactions or changes in other people that are shown both verbally and non-verbally. Students who have high social sensitivity will easily understand and realize the existence of certain reactions from others, whether these reactions are positive or negative. Social sensitivity includes:

1. Empathy
2. Prosocial Attitude.

c. Social Communication

Social Communication, Social Communications Social communications or mastery of social communication skills is the ability to use the communication process in establishing and building healthy interpersonal relationships. In the

process of creating, building and maintaining social relations, it requires a means in the form of a communication process, Social Communications includes:

- a. Effective Communication.
- b. Effective listening.¹⁸

Based on the opinion of Anderson in Safaria, interpersonal intelligence consists of three main aspects, among others: social insight (the ability to understand social situations and solve problems without damaging relationships), social sensitivity (sensitivity in recognizing other people's verbal and non-verbal reactions), and social communication (the ability to build and maintain relationships through effective communication). These three aspects play an important role in creating healthy and harmonious social interactions.

5. Elements of Interpersonal Intelligence

There are four important elements of interpersonal intelligence that need to be used in building communication. The four important elements include:

- a. Reading Social Cues

Paying full attention to how others communicate, understanding the verbal and nonverbal communication used in interactions (such as leaning, touching arms, staring, laughing, smiling and various other nonverbal communication), noticing the success and failure of communication to determine what really makes communication work or not work.

¹⁸ Triantoro Safaria. *Interpersonal Intelligence: Methods for Developing Children's Interpersonal Intelligence*. (Yogyakarta: Amara Books, 2005) : 24–26.

b. Provide Empathy

Trying to put yourself in the other person's perspective when discussing something, especially if you want to collaborate with that person, make decisions or resolve conflicts, asking questions to find out what exactly that person wants in a situation. Comparing our desires with the person's desires, then looking for commonalities that can be compromised.

c. Controlling Emotions

If you feel a little heated or tense about the topic being discussed, you should step back a little to cool down the atmosphere, then ask for a piece of paper to record what was discussed earlier). After controlling the situation, then reiterate the topic that has been discussed in a low voice. Finally, express a desire to work together and find solutions, focusing on positive outcomes and avoiding conflict.

d. Expressing emotions in the right place

Knowing when to express compassion and affection, emotional connection, or express positive emotions. Learning how to share smiles, give compliments, express warm talk and verbally express any positive thoughts. Learn to model interpersonal relationships that have been modeled by successful people. Emulate their spirit and actions when building interpersonal relationships in a team or group.¹⁹

¹⁹ Sabine C. Herpertz. *Interpersonal Intelligence: A Multidisciplinary Approach* (Cham: Springer, 2022), 45–49.

Its mean, there are four important aspects of interpersonal intelligence needed to build effective communication. These aspects include the ability to read social cues by understanding verbal and nonverbal communication, showing empathy by seeing from the other person's point of view to reach mutual agreement, controlling emotions to stay calm in heated situations, expressing emotions at the right time, and knowing when to show affection, attention, and positive emotions. Applying these five aspects can strengthen the quality of interpersonal relationships, both in personal and professional life.

6. Functions and Objectives of Interpersonal Intelligence

The functions of interpersonal intelligence are:

- a. Expressing attention to others.
- b. Find yourself.
- c. Discovering the outside world.
- d. Building and maintaining harmonious relationships.
- e. Influencing attitudes and behavior (reciprocal relationship).
- f. Finding pleasure or just spending time.²⁰

7. Interpersonal intelligence also has several goals, including:

- a. Finding oneself.
- b. Discovering the outside world.
- c. Forming and maintaining meaningful relationships.
- d. To change attitudes and behaviors.

²⁰Salsabila youhandiza aura putri. *Pengaruh komunikasi interpersonal terhadap komunikasi bahasa inggris peserta didik SD Tunas mekar indonesia 2022*. Page 16

- e. For play and pleasure.
- f. To help or motivate.
- g. To foster empathy.
- h. To carry out cooperation between one person and another to achieve a certain goal.²¹

8. English Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking).²² It is means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information. For majority of people, the ability of speaking a foreign language means knowing that language because speech is the main tool of human communication.²³

The above research explains that speaking is one of the four language skills in English. Speaking is a way for learners to communicate with others, whether to achieve specific goals or to express opinions. Speaking is also a crucial aspect to learn as a second language.

Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown and Burns and Joyce defined

²¹Ibid

²²Byslina maduwu. *Pentingnya pembelajaran bahasa inggris disekolah*. 2016

²³Athleen M. Bailey, *Practical English Language Teaching*, (New York: The McGra-Hill Companies, 2005), 62.

speaking as an interactive process of making meaning that includes producing, receiving, and processing information.²⁴

From both perspectives, speaking involves the way we convey and share information with others. Speaking as an interactive process where meaning is created through activities involving production (generating words), reception (receiving words from others), and processing (understanding and processing the received information). In other words, speaking is a two-way process that involves not only talking but also listening and understanding information in social interactions.²⁵

Speaking is a process of sharing information, feeling, and ideas; it involves all of body language behavior and style-anything that adds meaning to a message.²⁶ From the definitions above, it can be conclude that speaking is an abilityin a process of interaction and communication to convey the ideas and receiving information between speaker and the listener.

9. Function of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain

²⁴Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill. International journal of research in english education*, 35.

²⁵H. Douglas Brown. *Teaching Principles: An Interactive Approach to Language Pedagogy*. (New York: Pearson Education, 2001) : 269.

²⁶Richard L. Hybels. *Communicating Effectively*. (New York: Mc. Grow-Hill Higher Education, 2001) : 45.

social relations, and the transactional functions, which focus on the exchange of information. There are three part version of Brown and Yule's, there are is²⁷:

a. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Base on previous research, Speaking in human interaction has various functions that Brown and Yule have classified into three main categories. First,

²⁷H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. (Pearson Education: Longman, 2004) : 141.

speaking as interaction serves to establish and maintain social relationships, as in everyday conversations involving greetings, pleasantries, and sharing experiences. Second, speaking as transaction focuses on conveying information clearly and accurately, where the essence of communication is the content of the message, not the relationship between individuals. Third, speaking as performance refers to communication in public, such as presentations, speeches, or announcements, which aim to convey information to an audience. These three functions show that speaking is not only a communication tool, but also a means to build social relationships, exchange information, and convey ideas formally.

10. Basic Types of Speaking

There are five basic types of speaking²⁸, there are:

- a. Imitative at one end of a continuum of type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”, no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

²⁸ Ibid, 47-50.

- b. Intensive a second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor test administrator is minimal at best.
- c. Responsive responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity). With perhaps only one or two follow up questions or retorts.
- d. Interactive the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which have the purpose of maintaining social relationships.
- e. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative

(planning is involved) and formal extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

It is mean, there are five basic types of speech in human interaction. Imitative imitates words or phrases without understanding their meaning. Intensive focuses on producing short spoken language to improve understanding of grammar and vocabulary with minimal interaction. Responsive involves brief interactions such as simple greetings or requests. Interactive includes complex conversations with information exchange between participants. Extensive is a presentation, speech, or storytelling with very limited listener interaction, using formal language.

11. The Component of Speaking

Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, fluency, pronunciation, and comprehension²⁹.

- a. Grammar According to theory, grammar allows for short conversations, where each utterance consists of only one word or phrase. The grammar of a language describes how words can change form and be incorporated into the language as a whole.
- b. Vocabulary If a person does not have a meaningful vocabulary, they cannot communicate effectively or express their ideas, either orally or in

²⁹ *Ibid*, 54-57.

writing. Only some things can be expressed in grammar, but no words can be expressed in vocabulary. Therefore, vocabulary refers to the proper use of language in communication.

- c. Fluency, is defined as the ability to function in a calm and steady manner. The main goal for many language learners is to be able to communicate with others. Fluency includes the ability to speak and pause without exaggeration, without speed of speech and with confidence.
- d. Pronunciation is important for two main reasons: it helps students understand the spoken English they hear and makes their own speech easier to understand and meaningful to others.
- e. Comprehension In oral communication, comprehension is necessary so that one can respond to the speech of others as well as start a conversation.

12. Problem in Speaking

There are four problem in speaking activity, there are:

- a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they can not think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

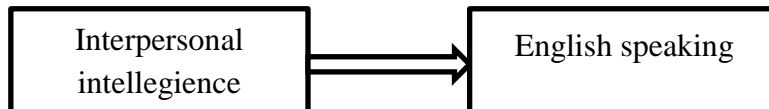
In classes here all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less „exposed“ if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes—particularly the less disciplined or motivated ones—to keep to the target language.³⁰

Based on the above, there are four main problems in speaking activities. First, embarrassment or fear when speaking in a foreign language for fear of causing trouble, criticism, or attracting attention. Second, students are not motivated to learn or not. Third, participation is not very high because only one person can participate in an event at a time, so there are others who participate

³⁰ Ibid, 52-54

occasionally or not at all. Fourth, using mother tongue as the language of instruction because students find it easier and more natural to communicate in their own language compared to using English.

C. Conceptual Framework



The theoretical framework in this study consists of several main points. Students' interpersonal intelligence is the main variable because it plays an important role in their ability to communicate effectively in English. Interpersonal intelligence includes the ability to understand and interact with others, which is very influential in the development of speaking skills. The relationship between interpersonal intelligence and students' speaking skills will be analyzed in the context of English language learning at SMK Yadika Palu, class XI Pharmacy. Speaking skills include aspects of fluency, accuracy, pronunciation, and confidence in communication. With good interpersonal intelligence, students are expected to actively participate in conversations, understand the other person's perspective, and convey ideas clearly and confidently.

D. Research Hypothesis

A hypothesis is a provisional answer to the research problem.³¹ Based on the theoretical review and conceptual framework outlined above, the researcher

³¹ Sugiono, *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches*, (Bandung: Alfabeta, 2016).

can formulate hypotheses, namely the alternative hypothesis and the null hypothesis, there are is:

The following hypothesis is formulated:

1. Alternative hypothesis: There is correlation between interpersonal intelligence and the English speaking ability of students in pharmacy departement at SMK Yadika Palu.
2. Null hypothesis: there is no correlation between interpersonal intelligence and the English speaking ability of students in pharmacy departement at SMK Yadika Palu.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Research Design

This research used a quantitative approach that aimed to test specific theories by examining the relationships between variables, specifically by analyzing the correlation between interpersonal intelligence and the English speaking ability of pharmacy students at SMK Yadika Palu.

The quantitative approach used research instruments to collect data from specific populations and samples, and analyzed the data quantitatively or statistically to test established hypotheses. This research used a verification type of study to examine the validity of a hypothesis.³²

The research design used a quantitative method with correlational research, which examined the connection between two variables. A research variable was an attribute, trait, or value of a person, object, or activity that had certain variations determined by the researcher to be studied and from which conclusions were drawn.

³² Sugiyono. *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches*, (Bandung: Alfabeta, Cet. 23, 2016), 23

B. Population and Sample

1. Population

The population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and then to draw conclusions. The population in this research at students in the pharmacy department at SMK Yadika Palu.

Table 3.1 Population of students pharmacy at SMK Yadika Palu

Class	Gender		Total
	Women	Men	
X Pharmacy	25	4	29
XI Pharmacy	28	2	30
XII Pharmacy	25	2	27
Total			86

2. Sample

The sample was a part of the number and characteristics possessed by the population. If the population was too large and it was not possible for the researcher to study all of it due to limitations in funds, energy, and time, then the researcher used a sample taken from that population. Representative sampling influenced the results of the research, which in turn determined the decisions to be made.

The sample for this research consisted of one class, specifically class XI Pharmacy, with a total of 30 students who were selected using a purposive sampling technique. The total number of samples used in this research was 30 students.

C. Research Variable

In correlational research, variables were used not to see cause and effect directly, but to find out whether there was a relationship (association), how strong it was, and in what direction the correlation between these variables occurred. The goal was to see if changes in one variable were related to changes in another variable.³³ The variables in this research included two variables: interpersonal intelligence (X), and one dependent variable: English speaking skill (Y).

1. Prediction Variable

The predictor variable or independent variable was the variable that the research used to predict the value of another variable. This variable was usually known or measured beforehand and was used to predict the outcome of the target variable. The predictor variable served as the causal or explanatory factor of what was research.

2. Criterion Variable

The criterion variable was the variable that represented the prediction result, and was often referred to as the dependent variable. This variable was the main focus in predictive correlational research, as researchers aimed to determine whether its value was influenced or predicted by the predictor variable.

³³ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th ed. (America: Pearson, 2019). 344

D. Operational Definition

An operational definition provides guidance on how to measure a variable.

The operational definitions of the variables in this research are as follows:

1. Interpersonal Intelligence

Interpersonal intelligence is operationally define as the ability to understand and effectively engage with others. It encompasses empathy, communication skills, social skills, and sensitivity to social cues. These elements are measured through various assessment methods to determine how well individuals utilize their interpersonal abilities in real-life situations.

2. English Speaking

English speaking refers to the ability to communicate effectively in English through spoken language. Key components measured include pronunciation, fluency, grammar, vocabulary, comprehension, and coherence and cohesion. These aspects are assessed through various methods such as oral exams, interviews, and language proficiency tests to evaluate how effectively an individual uses English in spoken communication.

E. Research Instrument

The instruments used in this study were questionnaires and speaking tests. The statements or questions were addressed to students pharmacy departement class XI at SMK Yadika Palu, focusing on interpersonal intelligence and English

speaking ability. The statements were designed in the form of a questionnaire and a speaking test using a Likert scale.

The Likert scale is a tool used to measure attitudes, opinions, and perceptions of an individuals or groups regarding a specific object or phenomenon. The Likert scale consist of two types of statements: positive and negative. Positive statements will be scored as 4, 3, 2, and 1, while negative statements will be scored as 1, 2, 3, and 4.³⁴

Table 3.2 Likert Scale as an Alternative Answer

Positive Question (+)		Negative Question (-)	
Alternative answer	Skor	Alternative answer	Skor
Always	4	Always	1
Often	3	Often	2
Sometimes	2	Sometimes	3
Never	1	Never	4

Source: Research conducted (2023)

The instruments have an important function in this research. The used of instruments is an important step in conducting this research. The researcher used two types of instruments, there is a questionnaire and a test.

³⁴Yofian Siregar, *Statistika Deskriptif Untuk Penelitian Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17* (Jakarta: PT Raja Grafindo Persada, 2010), 138.

F. Technique of Collecting Data

Data collection involves identifying and selecting individuals, obtaining their consent to participate in the research, and gathering information through interviewing them or observing their behaviour.³⁵

Data collection techniques refer to a series of methods used to obtain various objective and relevant data or information in order to compile research results. The data collection techniques used in this study include observation, questionnaires, and tests.

1. Questionnaire

A questionnaire, also known as a survey, is a data collection technique that involves providing a set of written questions or statements to respondents for them to answer.³⁶ In this context, the respondents are students at SMK Yadika Palu.

Table 3.3 Interpersonal Intelligence instrument

Interpersonal Intelligence Dimensions	Indicator	No Items Question	number of question items
Sosial sensitivity	Sharing	1, 2, 11, 12.	4
	understand the feelings of others	3, 4, 13, 14.	4

³⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 5th ed. (America: Pearson, 2015). 9.

³⁶ Sugiyono, *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches*, 26th ed. (Bandung: Alfabeta2019). 199.

Sosial Insight	Cooperation.	5, 6, 15, 16.	4
Sosial Communication	Learn with and from others.	7, 8, 17,18.	4
	Make good friends.	9,10,19,20.	4
Jumlah			20

2. Observation

Observation is the process of monitoring the things to be research or direct observation to obtain data. As stated by Suharsimi Arikunto, observation is also referred to as focusing attention on an object using sensory tools.³⁷ In this case, to obtain accurate, valid, and adequate data, the researcher will conduct direct observations to understand the state of the school and the teaching techniques at SMK Yadika Palu.

3. English speaking Test

In this research, test were used to measure students' English speaking ability. The procedure has been carry out by applying the oral test exam method that the researcher will given.

Speaking Assessment Rubric

Aspect	Score	Description
Pronounciation	4	Easy to understand and has a native accent.
	3	Easy to understand even with a certain accent.
	2	There are pronunciation problems that make the listener have to concentrate fully and

³⁷ Suharni Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2004), 128

		sometimes there are misunderstandings.
	1	Difficult to understand because of pronunciation problems, often asked to repeat.
Grammar	4	No or few grammatical errors.
	3	Sometimes makes grammatical errors but does not affect meaning
	2	Often makes grammatical errors that affect meaning.
	1	Many grammatical errors that hinder meaning and frequent rearrangement of sentences.
Vocabulary	4	Uses native-like vocabulary and expressions.
	3	Occasionally uses inappropriate vocabulary.
	2	Often uses inappropriate vocabulary, conversation is limited due to limited vocabulary.
	1	Uses vocabulary incorrectly and has limited vocabulary making it difficult to understand.
Fluency	4	Speaks fluently like a native speaker
	3	Fluency is slightly disrupted by language issues
	2	Frequently hesitates and pauses due to language limitations
	1	Speech is broken and halted, making conversation impossible
Comprehension	4	Understand all without difficulty.
	3	Understands almost everything although there is repetition in certain parts.
	2	Understands most of what is said when speaking somewhat slower despite repetition
	1	Struggles to follow what is being said.

Table 3.4 Speaking Assessment Category Criteria

Score Range	Criteria
0 – 20	Very Low
20 – 40	Less High
40 - 60	Moderately High
60 – 80	High
80 – 100	Very High

Source: Adapted from Salsabila Youhandiza Aura Putri (2022)

G. Technique of Data Analysis

1. Descriptive Analysis

Descriptive analysis is the first step in data analysis that aims to provide detailed information about the data before continuing the data analysis process. In correlation research between two variables, descriptive analysis helps to understand the basic characteristics of both variables, such as means and percentages.

a. Normality test

Normality Normality test is a procedure that determine whether the data will comes from a normally distributed population or is in a normal distribution. If the analysis parametric methods, the normality requirement must be met, namely that the data comes from a normal distribution. If the data is not normally distributed, or the sample size is small and the type of data is nominal or ordinal, the method that is non-parametric statistics.³⁸ In this normality test, the Shapiro-Wilk test is carried out, which is one of the statistical tests carried out to test whether a data comes from a normal distribution. This test is carried out for small sample sizes, which are less than 50, and is considered one of the most powerful normality tests in detecting deviations from the normal distribution.³⁹

³⁸ Nuryadi, et al., eds., *Dasar-dassar statistika penelitian* (Yogyakarta: Gramasurya, 2017)

³⁹ Shapiro, Samuel Sanford, and Martin B. Wilk. "An analysis of variance test for normality (complete samples)." *Biometrika* 52.3-4 (1965): 591-611.

b. Pearson Product Moment Correlation

Pearson Product Moment Correlation is a statistical technique used to measure the strength and direction of a linear relationship between two variables. The correlation coefficient value will be represented by r . The coefficient value will take from -1 (negative correlation) through 0 to +1 (positive correlation).⁴⁰ The benchmark for the results of the correlation calculation will be as follows:

Table 3.5 Correlation Coefficient Interpretation

Correlation Value	Level of Correlation
<0,20	There is no Correlation
0,20 – 0,40	Low correlation
>0,40 – 0,70	Sufficient correlation
>0,70 – 0,90	High correlation
>0,90 – 1,00	Very high correlation

Source: Sarwono, the correlation calculation (2019)

2. Uji hypothesis

This hypothesis test is defined as a temporary answer to the research objectives derived from the framework that has been made. Hypotheses are alternative statements about the relationship between two or more variables. Hypothesis testing is conducted to test whether or not there is a correlation between speaking skills. "The data that had been collected were analyzed using correlational statistical techniques to determine the level of relationship between the two variables. In this research, hypothesis testing was conducted using the Pearson Product Moment Correlation test, as the study focused on the linear

⁴⁰ Dika Aulia Halim, Puguh Karyanto, Sarwono. *Education for sustainable development: Student's biophilia and the Emome model as an alternative efforts of enhancement in the perspectives of education*. No. 1. AIP Publishing, 2019.

relationship between two variables. If the significance value (p-value) obtained was smaller than the set significance level ($\alpha = 0.05$), then the null hypothesis (H_0), which stated that there was no relationship between grammar mastery and speaking skills, was rejected, so that the alternative hypothesis (H_a), which stated that there was a significant relationship between the two variables, could be accepted.

CHAPTER VI

RESULT AND DISCUSSION

A. General description

SMK Yadika Palu is a private vocational high school located at Hangtuh street No. 58, Talise Village, Mantikulore District, Palu City, Central Sulawesi. The school was established on April 18, 2017 based on the Decree of the Minister of Education and Culture Number 800.05/29.205/SMK/DIKBUD. which is under the auspices of the abdi karya Foundation. SMK Yadika Palu has been accredited A since 2019, with a land area of 14,961 m² of which the building area is 6,114 m² and the vacant land area is 8,847 m². so that it has sufficient space to support teaching and learning activities and extracurricular activities. SMK Yadika Palu has 18 classrooms with 272 students who are guided by teachers who are professional in their fields. SMK Yadika Palu has several majors, including Pharmacy, Computer, Maritime, Hospitality, and Automotive. SMK Yadika Palu was established with the aim of providing quality vocational education that is relevant to industry needs. The school has quite complete facilities, including 100mbps internet access and 24-hour CCTV in every classroom. In addition, SMK Yadika Palu also has various extracurricular activities to develop students' talents and interests. The school is also active in various community activities and cooperation with various related parties.

B. Data description

The sample in this study were 30 students of class XI Pharmacy at SMK Yadika Palu. The variables of this study consisted of two variables, namely students' interpersonal intelligence (X) and English speaking ability (y). researchers used questionnaire techniques to students to see if students have interpersonal intelligence and researchers conducted speaking tests to students to see the speaking ability of students in class XI Pharmacy SMK Yadika Palu.

1. Data students' interpersonal intelligence

In this description, to obtain data, the researcher gave a questionnaire about interpersonal intelligence to XI pharmacy students at SMK Yadika Palu. the results of the questionnaire on the interpersonal intelligence of each student are as follows:

Table 4.1 Score the students' interpersonal intelligence questionnaire

No	Name	Dimensions	Indicator	No Item	Amount	Total				
1	AH	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>4</td><td>2</td><td>3</td><td>4</td></tr></table>	4	2	3	4	13
			4	2	3	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>4</td><td>3</td><td>4</td><td>4</td></tr></table>	4	3	4	4	15	
		4	3	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>3</td><td>2</td><td>3</td><td>4</td></tr></table>	3	2	3	4	12
3	2	3	4							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>2</td><td>3</td><td>4</td><td>1</td></tr></table>	2	3	4	1	10		
	2	3	4	1						
Make good friends	9, 10, 19, 20	<table><tr><td>3</td><td>3</td><td>4</td><td>4</td></tr></table>	3	3	4	4	14			
3	3	4	4							
SCORE						64				
2	AIA	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>2</td><td>4</td><td>4</td><td>4</td></tr></table>	2	4	4	4	14
			2	4	4	4				
Understand the feelings	3, 4, 13, 14	<table><tr><td>3</td><td>4</td><td>4</td><td>4</td></tr></table>	3	4	4	4	15			
3	4	4	4							

			of others							
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>3</td><td>2</td><td>4</td><td>4</td></tr></table>	3	2	4	4	13
		3	2	4	4					
		Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>3</td><td>4</td><td>4</td><td>4</td></tr></table>	3	4	4	4	15
3	4		4	4						
Make good friends	9, 10, 19, 20	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16			
4	4	4	4							
SCORE						73				
3	ANNS	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>2</td><td>4</td><td>1</td><td>4</td></tr></table>	2	4	1	4	11
			2	4	1	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16	
		4	4	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>4</td><td>4</td><td>3</td></tr></table>	4	4	4	3	15
4	4	4	3							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>4</td><td>4</td><td>3</td><td>3</td></tr></table>	4	4	3	3	14		
	4	4	3	3						
Make good friends	9, 10, 19, 20	<table><tr><td>4</td><td>3</td><td>4</td><td>4</td></tr></table>	4	3	4	4	15			
4	3	4	4							
SCORE						71				
4	AF	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>2</td><td>3</td><td>4</td><td>3</td></tr></table>	2	3	4	3	12
			2	3	4	3				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>3</td><td>4</td><td>4</td><td>4</td></tr></table>	3	4	4	4	15	
		3	4	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>3</td><td>4</td><td>4</td><td>4</td></tr></table>	3	4	4	4	15
3	4	4	4							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>2</td><td>4</td><td>4</td><td>4</td></tr></table>	2	4	4	4	14		
	2	4	4	4						
Make good friends	9, 10, 19, 20	<table><tr><td>3</td><td>4</td><td>4</td><td>4</td></tr></table>	3	4	4	4	15			
3	4	4	4							
SCORE						71				
5	DA	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>3</td><td>3</td><td>2</td><td>4</td></tr></table>	3	3	2	4	12
			3	3	2	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16	
		4	4	4	4					
Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16		
4	4	4	4							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>4</td><td>4</td><td>3</td><td>4</td></tr></table>	4	4	3	4	15		
4	4	3	4							

			Make good friends	9, 10, 19, 20	4	3	4	4	15
SCORE									74
6	FJ	Sosial sensitivity	Sharing	1, 2, 11, 12	4	4	4	4	16
			Understand the feelings of others	3, 4, 13, 14	4	4	4	4	16
		Sosial Insight	Cooperation	5, 6, 15, 16	4	4	4	4	16
		Sosial Communication	Learn with and from others	7, 8, 17, 18	4	4	4	3	15
			Make good friends	9, 10, 19, 20	4	3	4	4	15
SCORE									78
7	NPSMP	Sosial sensitivity	Sharing	1, 2, 11, 12	3	3	3	4	13
			Understand the feelings of others	3, 4, 13, 14	4	3	4	4	15
		Sosial Insight	Cooperation	5, 6, 15, 16	3	4	4	3	14
		Sosial Communication	Learn with and from others	7, 8, 17, 18	3	3	4	4	14
			Make good friends	9, 10, 19, 20	4	2	4	3	13
SCORE									69
8	FY	Sosial sensitivity	Sharing	1, 2, 11, 12	2	3	4	4	13
			Understand the feelings of others	3, 4, 13, 14	4	3	4	4	15
		Sosial Insight	Cooperation	5, 6, 15, 16	2	3	4	4	13
		Sosial Communication	Learn with and from others	7, 8, 17, 18	2	4	4	4	14
			Make good friends	9, 10, 19, 20	4	3	4	4	15
SCORE									70
9	HH	Sosial sensitivity	Sharing	1, 2, 11, 12	3	3	3	4	13
			Understand	3, 4,	3	4	4	4	15

			the feelings of others	13, 14			
		Sosial Insight	Cooperation	5, 6, 15, 16	<div>2214</div>	9	
		Sosial Communication	Learn with and from others	7, 8, 17, 18	<div>3433</div>	13	
			Make good friends	9, 10, 19, 20	<div>4444</div>	16	
SCORE							66
10	IN	Sosial sensitivity	Sharing	1, 2, 11, 12	<div>2234</div>	11	
			Understand the feelings of others	3, 4, 13, 14	<div>2233</div>	10	
		Sosial Insight	Cooperation	5, 6, 15, 16	<div>3224</div>	11	
		Sosial Communication	Learn with and from others	7, 8, 17, 18	<div>2333</div>	11	
			Make good friends	9, 10, 19, 20	<div>2233</div>	10	
SCORE							53
11	IJ	Sosial sensitivity	Sharing	1, 2, 11, 12	<div>2344</div>	13	
			Understand the feelings of others	3, 4, 13, 14	<div>2344</div>	13	
		Sosial Insight	Cooperation	5, 6, 15, 16	<div>4344</div>	15	
		Sosial Communication	Learn with and from others	7, 8, 17, 18	<div>3344</div>	14	
			Make good friends	9, 10, 19, 20	<div>3344</div>	14	
SCORE							69
12	JPL	Sosial sensitivity	Sharing	1, 2, 11, 12	<div>3344</div>	14	
			Understand the feelings of others	3, 4, 13, 14	<div>4344</div>	15	
		Sosial Insight	Cooperation	5, 6, 15, 16	<div>4444</div>	16	
		Sosial	Learn with and from	7, 8, 17, 18	<div>4444</div>	16	

		Communication	others				
			Make good friends	9, 10, 19, 20	4444	16	
SCORE							77
13	KZ	Sosial sensitivity	Sharing	1, 2, 11, 12	3344	14	
			Understand the feelings of others	3, 4, 13, 14	3444	15	
		Sosial Insight	Cooperation	5, 6, 15, 16	4344	15	
		Sosial Communication	Learn with and from others	7, 8, 17, 18	2444	14	
			Make good friends	8, 10, 19, 20	4444	16	
SCORE							74
14	MN	Sosial sensitivity	Sharing	1, 2, 11, 12	3444	15	
			Understand the feelings of others	3, 4, 13, 14	4444	16	
		Sosial Insight	Cooperation	5, 6, 15, 16	3434	14	
		Sosial Communication	Learn with and from others	7, 8, 17, 18	3444	15	
			Make good friends	9, 10, 19, 20	4443	15	
SCORE							75
15	M	Sosial sensitivity	Sharing	1, 2, 11, 12	3344	14	
			Understand the feelings of others	3, 4, 13, 14	4344	15	
		Sosial Insight	Cooperation	5, 6, 15, 16	2434	13	
		Sosial Communication	Learn with and from others	7, 8, 17, 18	2444	14	
			Make good friends	9, 10, 19, 20	4243	13	
SCORE							69
16	NZI	Sosial	Sharing	1, 2, 11, 12	4344	15	

		sensitivity	Understand the feelings of others	3, 4, 13, 14	<table><tr><td>2</td><td>3</td><td>4</td><td>4</td></tr></table>	2	3	4	4	13
2	3	4	4							
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16
4	4	4	4							
		Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>3</td><td>3</td><td>4</td><td>4</td></tr></table>	3	3	4	4	14
3	3		4	4						
		Make good friends	9, 10, 19, 20	<table><tr><td>4</td><td>3</td><td>4</td><td>4</td></tr></table>	4	3	4	4	15	
4	3	4	4							
SCORE							73			
17	NZ	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16
			4	4	4	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16	
		4	4	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>3</td><td>3</td><td>4</td></tr></table>	4	3	3	4	14
4	3	3	4							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16		
	4	4	4	4						
Make good friends	9, 10, 19, 20	<table><tr><td>4</td><td>3</td><td>4</td><td>4</td></tr></table>	4	3	4	4	15			
4	3	4	4							
SCORE							77			
18	NMDA	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>2</td><td>3</td><td>4</td><td>4</td></tr></table>	2	3	4	4	13
			2	3	4	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>3</td><td>2</td><td>4</td><td>4</td></tr></table>	3	2	4	4	13	
		3	2	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>3</td><td>2</td><td>4</td><td>4</td></tr></table>	3	2	4	4	13
3	2	4	4							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>3</td><td>3</td><td>4</td><td>4</td></tr></table>	3	3	4	4	14		
	3	3	4	4						
Make good friends	9, 10, 19, 20	<table><tr><td>3</td><td>2</td><td>3</td><td>4</td></tr></table>	3	2	3	4	12			
3	2	3	4							
SCORE							65			
19	AP	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>2</td><td>2</td><td>4</td><td>4</td></tr></table>	2	2	4	4	12
			2	2	4	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>2</td><td>3</td><td>3</td><td>4</td></tr></table>	2	3	3	4	12	
		2	3	3	4					
Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>3</td><td>2</td><td>4</td><td>4</td></tr></table>	3	2	4	4	13		
3	2	4	4							
	Learn with	7, 8,	<table><tr><td>2</td><td>3</td><td>3</td><td>3</td></tr></table>	2	3	3	3	11		
2	3	3	3							

		Sosial Communication	and from others	17, 18		
			Make good friends	9, 10, 19, 20	2244	12
SCORE						60
20	RL	Sosial sensitivity	Sharing	1, 2, 11, 12	4444	16
			Understand the feelings of others	3, 4, 13, 14	3244	13
		Sosial Insight	Cooperation	5, 6, 15, 16	3344	14
		Sosial Communication	Learn with and from others	7, 8, 17, 18	4344	15
			Make good friends	9, 10, 19, 20	3443	14
SCORE						72
21	R	Sosial sensitivity	Sharing	1, 2, 11, 12	3334	13
			Understand the feelings of others	3, 4, 13, 14	4423	13
		Sosial Insight	Cooperation	5, 6, 15, 16	3444	15
		Sosial Communication	Learn with and from others	7, 8, 17, 18	4444	16
			Make good friends	9, 10, 19, 20	4343	14
SCORE						71
22	SNM	Sosial sensitivity	Sharing	1, 2, 11, 12	2434	13
			Understand the feelings of others	3, 4, 13, 14	2234	11
		Sosial Insight	Cooperation	5, 6, 15, 16	3244	13
		Sosial Communication	Learn with and from others	7, 8, 17, 18	3444	15
			Make good friends	9, 10, 19, 20	2234	11
SCORE						63
23	RAM		Sharing	1, 2,	3244	13

		Sosial sensitivity		11, 12						
			Understand the feelings of others	3, 4, 13, 14	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16
		4	4	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16
		4	4	4	4					
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>4</td><td>4</td><td>3</td><td>4</td></tr></table>	4	4	3	4	15		
	4	4	3	4						
Make good friends	9, 10, 19, 20	<table><tr><td>4</td><td>4</td><td>4</td><td>3</td></tr></table>	4	4	4	3	15			
4	4	4	3							
SCORE						75				
24	SA	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>2</td><td>4</td><td>1</td><td>4</td></tr></table>	2	4	1	4	11
			2	4	1	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>4</td><td>3</td><td>4</td><td>4</td></tr></table>	4	3	4	4	15	
		4	3	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>4</td><td>4</td><td>3</td></tr></table>	4	4	4	3	15
4	4	4	3							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>2</td><td>4</td><td>3</td><td>3</td></tr></table>	2	4	3	3	12		
	2	4	3	3						
Make good friends	9, 10, 19, 20	<table><tr><td>4</td><td>3</td><td>4</td><td>4</td></tr></table>	4	3	4	4	15			
4	3	4	4							
SCORE						68				
25	SSB	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>1</td><td>3</td><td>4</td><td>4</td></tr></table>	1	3	4	4	12
			1	3	4	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>3</td><td>4</td><td>4</td><td>4</td></tr></table>	3	4	4	4	15	
		3	4	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16
4	4	4	4							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>4</td><td>4</td><td>4</td><td>3</td></tr></table>	4	4	4	3	15		
	4	4	4	3						
Make good friends	9, 10, 19, 20	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16			
4	4	4	4							
SCORE						74				
26	S	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>4</td><td>3</td><td>4</td><td>4</td></tr></table>	4	3	4	4	15
			4	3	4	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>3</td><td>4</td><td>4</td><td>4</td></tr></table>	3	4	4	4	15	
3	4	4	4							
Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16		
4	4	4	4							

		Sosial Communication	Learn with and from others	7, 8, 17, 18	4 4 4 3	15
			Make good friends	9, 10, 19, 20	4 4 4 4	16
SCORE						77
27	TDAP	Sosial sensitivity	Sharing	1, 2, 11, 12	4 3 3 4	14
			Understand the feelings of others	3, 4, 13, 14	3 3 4 4	14
		Sosial Insight	Cooperation	5, 6, 15, 16	4 3 4 4	15
		Sosial Communication	Learn with and from others	7, 8, 17, 18	3 3 4 3	13
			Make good friends	9, 10, 19, 20	3 3 4 4	14
SCORE						70
28	IZ	Sosial sensitivity	Sharing	1, 2, 11, 12	2 4 3 4	13
			Understand the feelings of others	3, 4, 13, 14	3 3 4 4	14
		Sosial Insight	Cooperation	5, 6, 15, 16	3 4 4 4	15
		Sosial Communication	Learn with and from others	7, 8, 17, 18	3 4 4 3	14
			Make good friends	9, 10, 19, 20	3 3 4 3	13
SCORE						69
29	SAPM	Sosial sensitivity	Sharing	1, 2, 11, 12	3 3 4 4	14
			Understand the feelings of others	3, 4, 13, 14	3 3 4 4	14
		Sosial Insight	Cooperation	5, 6, 15, 16	3 3 3 4	13
		Sosial Communication	Learn with and from others	7, 8, 17, 18	3 2 4 4	13
			Make good friends	9, 10, 19, 20	2 3 4 4	13
SCORE						67

30	FM	Sosial sensitivity	Sharing	1, 2, 11, 12	<table><tr><td>3</td><td>3</td><td>4</td><td>4</td></tr></table>	3	3	4	4	14
			3	3	4	4				
		Understand the feelings of others	3, 4, 13, 14	<table><tr><td>3</td><td>3</td><td>4</td><td>4</td></tr></table>	3	3	4	4	14	
		3	3	4	4					
		Sosial Insight	Cooperation	5, 6, 15, 16	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16
4	4	4	4							
Sosial Communication	Learn with and from others	7, 8, 17, 18	<table><tr><td>3</td><td>4</td><td>4</td><td>4</td></tr></table>	3	4	4	4	15		
	3	4	4	4						
Make good friends	9, 10, 19, 20	<table><tr><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	4	4	4	4	16			
4	4	4	4							
SCORE						75				

2. Data about score students' English speaking

The table below illustrates the speaking skill scores of students from class XI Pharmacy department at SMK Yadika Palu.

Table 4.2 Tests English speaking students

No	Name	Pronoun	Grammar	vocab	fluency	Compren	Total	Score
1	AH	4	4	3	4	4	19	95
2	AIA	3	4	3	4	3	17	85
3	ANNS	2	2	2	4	2	12	60
4	AF	4	3	4	4	3	18	90
5	DAD	3	3	3	2	4	15	75
6	FJ	4	4	3	4	4	19	95
7	NPSM P	3	3	4	4	3	17	85
8	FY	4	3	4	4	3	18	90
9	HH	4	4	4	4	4	20	100
10	IN	4	3	2	3	3	15	75
11	IJ	3	2	3	4	4	16	80
12	JPL	4	3	3	3	3	16	80
13	KZ	3	3	4	4	3	17	85
14	MN	3	4	2	3	3	15	100
15	M	4	4	4	4	4	20	100
16	NZI	3	2	3	3	3	14	70
17	NZ	2	2	3	3	3	13	65
18	NMDA	4	2	2	3	3	14	70
19	AP	3	2	4	3	3	15	75
20	RL	4	2	2	3	3	14	70
21	R	3	2	3	3	3	14	70

22	SNM	3	2	2	3	3	13	65
23	RAM	3	3	4	4	4	18	90
24	SA	2	2	2	3	3	12	60
25	SSB	4	4	4	4	4	20	100
26	S	4	3	3	4	4	18	90
27	TDAP	4	3	4	4	4	19	95
28	IZ	2	2	2	3	3	12	60
29	SAPM	3	2	3	3	4	15	75
30	FM	3	3	4	4	3	17	85

C. Data Analysis

a. Normality test

In this study, a data normality test was carried out to determine whether the distribution of data in the variables used was normal or not. In this normality test, the Shapiro-Wilk test is carried out, which is one of the statistical tests carried out to test whether a data comes from a normal distribution. This test is carried out for small sample sizes, which are less than 50, and is considered one of the most powerful normality tests in detecting deviations from the normal distribution. In this normality test, the Shapiro-wilk test was carried out on SPSS statistic 26 for windows using a level of 0.05. The results of the calculation of the data normality test with Shapiro wilk are as follows:

Table 4.3 Uji Normality Shapiro-wilk

Tests of Normality			
	Shapiro-Wilk Statistic	Df	Sig.
X	.964	30	.017
Y	.945	30	.121

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Data sources: Output Statistic SPSS window 26

The test criteria taken based on the value with the SPSS 26 apk if the sig value > 0.05 then the data is normally distributed, otherwise if the sig value < 0.05 then the data is not normally distributed. The significance value shows 0.017 and 0.121 which means > 0.05 , so according to the basis for making decisions in the Shapiro-wilk normality test, both data are declared normally distributed.

b. Person product moment correlation

To determine the correlation between interpersonal intelligence and speaking ability in the eleventh grade pharmacy department, this research used a correlation test. The correlation analysis for this study is Pearson's product moment and through bivariate analysis with the help of SPSS for windows 26. The following are the results of the correlation analysis of the data obtained from the output of SPSS 26.

Table 4.4 Person Product Moment Correlation

Correlations		X	Y
X	Pearson Correlation	1	.776**
	Sig. (2-tailed)		.000
	N	30	30
Y	Pearson Correlation	.776**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Based on the results of the analysis that has been obtained through the correlation test above, it is known that the correlation value for interpersonal

intelligence and speaking ability is 0.776 which shows that the X and Y variable data have a high correlation level and are positively correlated based on the bivariate correlation analysis guidelines that the correlation value getting closer to 1 has a higher correlation level and vice versa if the correlation value gets away from 1, it means that the correlation level is low.

c. Hypothesis Test

Table 4.5 Hypothesis Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.047	6.056		6.943	.000
	X	.718	.110	.776	6.516	.000

a. Dependent Variable: Y

Based on the table above, the significance test value of the correlation coefficient is seen in the sig value of 0.000 <0.05 and the value of $t_{\text{count}} 6.516 > t_{\text{table}} 2.048$, so in this case H_0 is rejected and H_1 is accepted. Thus there is a significant correlation between interpersonal intelligence and speaking ability in the pharmacy department of SMK Yadika Palu.

Table 4.6 summary Data Analysis

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
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1	.776 ^a	.603	.588	8.033
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a. Predictors: (Constant), X

As for the coefficient of determination from the table above, seen from the second row, namely $R^2 = 0.603$. This shows that the variables of interpersonal intelligence and speaking ability are 60.3% while the rest is influenced by other factors outside this study.

D. Discussion of Research Results

This research aims to determine the correlation between interpersonal intelligence and speaking ability of students in class XI Pharmacy at SMK Yadika Palu. Based on the results of quantitative data analysis of 30 students, it was found that there is a positive correlation between the two variables. In general, students who scored high on interpersonal intelligence also showed high results on speaking ability, and vice versa.

Furthermore, based on the correlation significance test results, the obtained significance value was $0.000 < 0.05$ and the calculated t value t_{count} was $6.516 > t_{\text{table}}$ value of 2.048. This indicates that H_0 is rejected and H_a is accepted, meaning there is a statistically significant relationship between interpersonal intelligence and speaking ability among students in the pharmacy department at SMK Yadika Palu. These findings further confirm that students with higher interpersonal intelligence tend to demonstrate stronger speaking performance.

The results of data analysis show that students with the initials MN, FJ, S, FY, M, RAM, SSB, S, TDAP and AF with highest interpersonal intelligence in

line with the indicators that these students are more prominent in the social sensitivity and social insight dimensions and also show excellent speaking skills with a total speaking score of 90-100. They obtained maximum scores in several aspects of speaking: pronunciation, vocabulary, fluency, and comprehension. This reflects Howard Gardner's theory that a person with high interpersonal intelligence will be able to understand, cooperate, and communicate effectively with others. In this context, the student is more confident, actively speaking, and able to respond appropriately to the interlocutor. This is in line with Harmer's theory that speaking requires not only linguistic aspects, but also the ability to convey messages socially,⁴¹ which relies heavily on interpersonal intelligence.

The assessment of students' speaking ability is done by looking at five main aspects. The data showed that most students scored fair to good. The aspects of pronunciation and fluency had the highest average scores, while grammar was the weakest aspect among the students. This shows that many students are able to speak fluently with fairly good pronunciation, but are still lacking in terms of grammar.

In contrast, students with low interpersonal intelligence (total interpersonal score < 14) such as AH, ANNS, NMDA, and SNM, also showed low speaking ability showing low confidence and lack of ability to convey ideas clearly. These students appear passive in the learning process, less active in group work, and have difficulty when asked to speak. In addition, there are also students with

⁴¹Jeremy, Harmer. "The practice of English language teaching (Fourth Ed)." UK: Pearson Education Ltd (2007).

above-average interpersonal intelligence (total score <75) who demonstrate speaking abilities that are above average or above the standard, such as those with the initials DAD, NZI, and R. In line with Brown's theory, speaking is a productive skill that requires courage, interaction, and mastery of social context. Low interpersonal intelligence means that students do not have enough social capital to express themselves effectively in speaking tests.

Although there is generally a positive correlation between interpersonal intelligence and English-speaking ability, the findings of this study also reveal some exceptions. Several students with low interpersonal intelligence, such as AH, IN, and AP, demonstrated high speaking performance. This phenomenon suggests that other factors beyond interpersonal intelligence also contribute to students' speaking abilities. For instance, intrinsic motivation, personal interest in English, prior learning experiences, or support from family and media may serve as strong supporting elements. These students may possess the courage to speak, the ability to memorize or imitate language structures, and sufficient practical experience in using English, even though their social skills in group or interpersonal contexts are relatively low.

Looking at all the student data, it can be said that the higher the students' interpersonal intelligence, the better their performance in speaking. This suggests a positive, mutually supportive correlation between the two skills, particularly in a learning environment that encourages social interaction, group work and open communication.

In accordance with Gardner theory that interpersonal intelligence is someone who has the ability to understand and cooperate with others effectively. In the context of English learning, this ability is very important to support speaking skills. As stated by Harmer, speaking requires the ability to interact in real time with interlocutors not only about mastery of language structures, but also about the social ability to respond appropriately. Brown also states that in speaking, students must have the courage to express their opinions and respond spontaneously. Without good interpersonal skills, this process is hampered, as students feel hesitant and uncomfortable to speak in front of others.

This finding supports the hypothesis that interpersonal intelligence has a close relationship with students' speaking ability. Learning that develops students' social and communication aspects can help improve their speaking ability. Thus, the results of this study reinforce the assumption that developing interpersonal intelligence can be one of the important strategies in improving students' speaking ability, especially in the context of foreign language learning at the vocational high school level.

From the data analysis, it can be concluded that there is a positive correlation between students' interpersonal intelligence and their English speaking ability. In other words, the higher a student's interpersonal intelligence, the better their ability to speak English. Interpersonal intelligence includes aspects such as empathy, communication skills, social awareness, and the ability to interact

effectively with others, all of which are essential for developing strong speaking skills, especially in a second language like English.

The significance value of the correlation coefficient test is $0.000 < 0.05$, indicating that there is a significant relationship between interpersonal intelligence and the speaking ability of students in the Pharmacy Department at SMK Yadika Palu. Furthermore, the correlation analysis shows a correlation value of 0.776, which suggests a strong and positive relationship between the two variables. This is in line with the guidelines for bivariate correlation analysis, which state that the closer the correlation value is to 1, the stronger the correlation between the variables; conversely, the further it is from 1, the weaker the correlation.⁴²

⁴²Lee Rodgers, Joseph, and W. Alan Nicewander. "Thirteen ways to look at the correlation coefficient." *The American Statistician* 42.1 (1988): 59-66.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research that has been conducted on class XI students of the Department of Pharmacy at SMK Yadika Palu, it can be concluded that there is a significant and positive correlation between interpersonal intelligence and students' English speaking ability. This is shown through the results of the Pearson Product Moment correlation test which produces a correlation coefficient value of 0.776 with a significance of 0.000 ($p < 0.05$), which shows a strong correlation. This, the higher the students' interpersonal intelligence-which includes empathy, communication skills, and social sensitivity-the higher their ability to speak English.

Furthermore, based on the correlation significance test results, the obtained significance value was $0.000 < 0.05$ and the calculated t value t_{count} was $6.516 > t_{\text{table}}$ value of 2.048. This indicates that H_0 is rejected and H_a is accepted, meaning there is a statistically significant relationship between interpersonal intelligence and speaking ability among students in the pharmacy department at SMK Yadika Palu. These findings further confirm that students with higher interpersonal intelligence tend to demonstrate stronger speaking performance.

In addition, 60.3% of the English speaking ability variable can be explained by interpersonal intelligence, while the remaining 39.7% is likely influenced by other factors outside this research, such as learning motivation, family environment, or learning strategies used by teachers. This finding reinforces the view that interpersonal intelligence is one of the important factors that need to be developed in the learning process, especially in improving English speaking ability at the vocational high school level.

B. Suggestion

Based on the results of the study, the research objectives, some suggestions relating to related to the research findings are as follows:

1. For teachers, they should be aware of students' psychological factors, such as multiple intelligence (interpersonal intelligence in English especially speaking. So, students can be good at speaking English.
2. For students, they should prepare the ideas that will be delivered when speaking. They should also try and strive to improve their English speaking ability. This will make them ready to express their ideas and get good achievement.

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APPENDICES

Appendices 1:

Interpersonal Intelligence Questionnaire Instrument Lattice

Dimensions	Indicator	Deskriptor	No Item	amount
<i>Social Sensitivity</i>	Sharing	Whether the subject has openness in understanding the feelings of others.	1, 2, 11, 12.	4
	Understanding the feelings of others.	Whether the subject is able to share, cooperate and help each other.	3, 4, 13, 14.	4
<i>Social insight</i>	Cooperation.	how the subject is able to realize aspects of his internal and external self in the learning process.	5, 6, 15, 16.	4
<i>Social communication</i>	Learning with and from others.	How the subject is able to establish social relationships in learning in accordance with applicable social norms.	7, 8, 17, 18.	4
	Make good friends.	How the subject is able to listen and provide feedback from the process.	9, 10, 19, 20.	4

Kuesioner Kecerdasan Interpersonal

Nama :

Kelas :

Petunjuk mengerjakan angket:

1. Pilihlah salah satu jawaban yang tepat dan beri tanda ceklis
2. Setiap jawaban anda adalah benar semua, jangan terpengaruh dengan teman anda.
3. Kerjakan semua nomor, hasil pengerjaan kuesioner ini tidak berpengaruh pada nilai pelajaran anda.
4. Selamat mengerjakan.

No	Pernyataan Positif (+) / (-)	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya memberi motivasi kepada teman untuk belajar dengan giat.				
2.	Saya menggunakan buku bacaan dengan teman sebangku ketika belajar di kelas.				
3.	Saya menghibur teman ketika sedang bersedih.				
4.	Saya memahami perasaan teman ketika sedang senang.				
5.	saya mengerjakan PR yang diberikan guru dengan berdiskusi bersama teman mengenai apa yang belum dimengerti.				
6.	Saya membantu teman mengangkat bangku ketika piket membersihkan kelas.				
7.	Saya menanyakan materi yang belum di mengerti kepada guru				

	maupun teman.				
8.	Saya senang hati membantu teman kesulitan.				
9.	Saya berteman dengan siapapun tanpa memilih milih teman.				
10.	Saya merasa nyaman dengan siapa saja menjadi teman diskusi				
11.	Saya tidak memberikan ke teman yang hendak meminjam buku tulis.				
12.	Saya tidak mengerjakan tugas diskusi secara kelompok.				
13.	Saya tidak memperdulikan teman yang sedang bersedih.				
14.	Saya tidak membantu teman ketika kesulitan.				
15.	Saya suka merendahkan teman.				
16.	Saya tidak mengikuti diskusi ketika ada tugas kelompok.				
17.	Saya tidak memperhatikan guru ketika menjelaskan pelajaran.				
18.	Saya tidak menanyakan materi yang tidak dimengerti.				
19.	Saya suka berkelahi dengan teman.				
20.	Saya berteman dengan teman yang saya sukai saja.				

Appendices 2:

Speaking Assessment Rubric

Aspect	Score	Description
Pronunciation	4	Easy to understand and has a native accent.
	3	Easy to understand even with a certain accent.
	2	There are pronunciation problems that make the listener have to concentrate fully and sometimes there are misunderstandings.
	1	Difficult to understand because of pronunciation problems, often asked to repeat.
Grammar	4	No or few grammatical errors.
	3	Sometimes makes grammatical errors but does not affect meaning
	2	Often makes grammatical errors that affect meaning.
	1	Many grammatical errors that hinder meaning and frequent rearrangement of sentences.
Vocabulary	4	Uses native-like vocabulary and expressions.
	3	Occasionally uses inappropriate vocabulary.
	2	Often uses inappropriate vocabulary, conversation is limited due to limited vocabulary.
	1	Uses vocabulary incorrectly and has limited vocabulary making it difficult to understand.
Fluency	4	Speaks fluently like a native speaker
	3	Fluency is slightly disrupted by language issues
	2	Frequently hesitates and pauses due to language limitations
	1	Speech is broken and halted, making conversation impossible
Comprehension	4	Understand all without difficulty.
	3	Understands almost everything although there is repetition in certain parts.
	2	Understands most of what is said when speaking somewhat slower despite repetition
	1	Struggles to follow what is being said.

Formula calculating student score is as follows:

Sumner of scores obtained by students *100

Maximum or ideal score (20)

Source: Nurhasanah, et al. Buku guru Bahasa Inggris: Stop Bullying Now.

(Balitbang: Pusat Kurikulum dan Perbukuan, 2017), 42-43.

Test English Speaking Skill

Speaking Test Instrument - Topic: Daily Activity

Objective: To measure students' speaking ability in using English to explain daily activities.

Level: Senior high school or beginning level students (A1-B1 according to CEFR).

Test Type: Semi-structured oral test

Duration: \pm 5-7 minutes per respondent.

Question:

1. What time do you usually wake up?
2. How do you usually start your day?
3. What activities do you usually do in the afternoon?
4. What do you usually eat for breakfast/lunch/dinner?
5. What time do you go to bed?

Source: Adapted from Martyniuk, Waldemar. "Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)—a synopsis." *Annual meeting of the consortium for language teaching and learning* Cornell University. Council of Europe, Language Policy Division. (2006.)

Appendices 3:

Data Tabulation Interpersonal intelligence

NO	1X	2X	3X	4X	5X	6X	7X	8X	9X	10X	11X	12X	13X	14X	15X	16X	17X	18X	19X	20X	X
1	4	2	4	3	3	2	2	3	3	3	3	4	4	4	3	4	4	1	4	4	64
2	2	4	3	4	3	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	73
3	2	4	4	4	4	4	4	4	4	3	1	4	4	4	4	3	3	3	4	4	71
4	2	3	3	4	3	4	2	4	3	4	4	3	4	4	4	4	4	4	4	4	71
5	3	3	4	4	4	4	4	4	4	3	2	4	4	4	4	4	3	4	4	4	74
6	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	78
7	3	3	4	4	3	4	3	3	4	2	3	4	4	4	4	3	4	4	4	3	69
8	2	3	4	3	2	3	2	4	4	3	4	4	4	4	4	4	4	4	4	4	70
9	3	3	3	4	2	2	3	4	4	4	3	4	4	4	1	4	3	3	4	4	66
10	2	2	2	2	3	2	2	3	2	2	3	4	3	3	2	4	3	3	3	3	53
11	2	3	2	3	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	69
12	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	77
13	3	3	3	4	4	3	2	4	4	4	4	4	4	4	4	4	4	4	4	4	74
14	3	4	4	4	3	4	3	4	4	4	4	4	4	4	3	4	4	4	4	3	75
15	3	3	4	3	2	4	2	4	4	2	4	4	4	4	3	4	4	4	4	3	69
16	4	3	2	3	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	4	73
17	4	4	4	4	4	3	4	4	4	3	4	4	4	4	3	4	4	4	4	4	77
18	2	3	3	2	3	2	3	3	3	2	4	4	4	4	4	4	4	4	3	4	65
19	2	2	3	2	3	2	2	3	2	2	4	4	3	4	4	4	3	3	4	4	60
20	4	4	3	2	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	3	72
21	3	3	4	4	3	4	4	4	3	3	4	2	3	4	4	4	4	4	4	3	71

Data Tabulation English Speaking

NO	Y1	Y2	Y3	Y4	Y5	Y
1	4	4	3	4	4	95
2	3	4	3	4	3	85
3	2	2	2	4	2	60
4	4	3	4	4	3	90
5	3	3	3	2	4	75
6	4	4	3	4	4	95
7	3	3	4	4	3	85
8	4	3	4	4	3	90
9	4	4	4	4	4	100
10	4	3	2	3	3	75
11	3	2	3	4	4	80
12	4	3	3	3	3	80
13	3	3	4	4	3	85
14	3	4	2	3	3	75
15	3	2	2	3	3	65
16	3	2	3	3	3	70
17	2	2	3	3	3	65
18	4	2	2	3	3	70
19	3	2	4	3	3	75
20	4	2	2	3	3	70
21	3	2	3	3	3	70
22	4	4	4	4	4	100
23	3	3	4	4	4	90
24	2	2	2	3	3	60
25	4	4	4	4	4	100
26	4	3	3	4	4	90
27	4	3	4	4	4	95
28	2	2	2	3	3	60
29	3	2	3	3	4	75
30	3	3	4	4	3	85

N	Name	Pronou	Gramma	voca	fluenc	Compre	Tota	Scor
0		n	r	b	y	n	l	e
1	AH	4	4	3	4	4	19	95
2	ALA	3	4	3	4	3	17	85
3	ANNS	2	2	2	4	2	12	60
4	AF	4	3	4	4	3	18	90
5	DAD	3	3	3	2	4	15	75
6	FJ	4	4	3	4	4	19	95
7	NPSM							
	P	3	3	4	4	3	17	85
8	FY	4	3	4	4	3	18	90
9	HH	4	4	4	4	4	20	100
10	IN	4	3	2	3	3	15	75
11	IJ	3	2	3	4	4	16	80
12	JPL	4	3	3	3	3	16	80
13	KZ	3	3	4	4	3	17	85
14	MN	3	4	2	3	3	15	100
15	M	4	4	4	4	4	20	100
16	NZI	3	2	3	3	3	14	70
17	NZ	2	2	3	3	3	13	65
18	NMDA	4	2	2	3	3	14	70
19	AP	3	2	4	3	3	15	75
20	RL	4	2	2	3	3	14	70
21	R	3	2	3	3	3	14	70
22	SNM	3	2	2	3	3	13	65
23	RAM	3	3	4	4	4	18	90
24	SA	2	2	2	3	3	12	60
25	SSB	4	4	4	4	4	20	100
26	S	4	3	3	4	4	18	90
27	TDAP	4	3	4	4	4	19	95
28	IZ	2	2	2	3	3	12	60
29	SAPM	3	2	3	3	4	15	75
30	FM	3	3	4	4	3	17	85

Mengetahui,

Guru Bahasa Inggris



Yudha Julianto, S.Pd., M.Pd.

Mahasiswa




Yulianisa

Appendices 4 : T-Table

DF atau DK	Tabel Distribusi Student t						Tabel Uji Korelasi Pearson Product Moment					
	uji satu sisi (one tailed)						uji satu sisi (one tailed)					
	0,25	0,1	0,05	0,025	0,01	0,005	0,25	0,1	0,05	0,025	0,01	0,005
	Uji dua sisi (two tailed)						Uji dua sisi (two tailed)					
	0,5	0,2	0,1	0,05	0,02	0,01	0,5	0,2	0,1	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657	0,707	0,951	0,988	0,997	1,000	1,000
2	0,816	1,886	2,920	4,303	6,965	9,925	0,500	0,800	0,900	0,950	0,980	0,990
3	0,765	1,638	2,353	3,182	4,541	5,841	0,404	0,687	0,805	0,878	0,934	0,959
4	0,741	1,533	2,132	2,776	3,747	4,604	0,347	0,608	0,729	0,811	0,882	0,917
5	0,727	1,476	2,015	2,571	3,365	4,032	0,309	0,551	0,669	0,754	0,833	0,875
6	0,718	1,440	1,943	2,447	3,143	3,707	0,281	0,507	0,621	0,707	0,789	0,834
7	0,711	1,415	1,895	2,365	2,998	3,499	0,260	0,472	0,582	0,666	0,750	0,798
8	0,706	1,397	1,860	2,306	2,896	3,355	0,242	0,443	0,549	0,632	0,715	0,765
9	0,703	1,383	1,833	2,262	2,821	3,250	0,228	0,419	0,521	0,602	0,685	0,735
10	0,700	1,372	1,812	2,228	2,764	3,169	0,216	0,398	0,497	0,576	0,658	0,708
11	0,697	1,363	1,796	2,201	2,718	3,106	0,206	0,380	0,476	0,553	0,634	0,684
12	0,695	1,356	1,782	2,179	2,681	3,055	0,197	0,365	0,458	0,532	0,612	0,661
13	0,694	1,350	1,771	2,160	2,650	3,012	0,189	0,351	0,441	0,514	0,592	0,641
14	0,692	1,345	1,761	2,145	2,624	2,977	0,182	0,338	0,426	0,497	0,574	0,623
15	0,691	1,341	1,753	2,131	2,602	2,947	0,176	0,327	0,412	0,482	0,558	0,606
16	0,690	1,337	1,746	2,120	2,583	2,921	0,170	0,317	0,400	0,468	0,543	0,590
17	0,689	1,333	1,740	2,110	2,567	2,898	0,165	0,308	0,389	0,456	0,529	0,575
18	0,688	1,330	1,734	2,101	2,552	2,878	0,160	0,299	0,378	0,444	0,516	0,561
19	0,688	1,328	1,729	2,093	2,539	2,861	0,156	0,291	0,369	0,433	0,503	0,549
20	0,687	1,325	1,725	2,086	2,528	2,845	0,152	0,284	0,360	0,423	0,492	0,537
21	0,686	1,323	1,721	2,080	2,518	2,831	0,148	0,277	0,352	0,413	0,482	0,526
22	0,686	1,321	1,717	2,074	2,508	2,819	0,145	0,271	0,344	0,404	0,472	0,515
23	0,685	1,319	1,714	2,069	2,500	2,807	0,141	0,265	0,337	0,396	0,462	0,505
24	0,685	1,318	1,711	2,064	2,492	2,797	0,138	0,260	0,330	0,388	0,453	0,496
25	0,684	1,316	1,708	2,060	2,485	2,787	0,136	0,255	0,323	0,381	0,445	0,487
26	0,684	1,315	1,706	2,056	2,479	2,779	0,133	0,250	0,317	0,374	0,437	0,479
27	0,684	1,314	1,703	2,052	2,473	2,771	0,130	0,245	0,311	0,367	0,430	0,471
28	0,683	1,313	1,701	2,048	2,467	2,763	0,128	0,241	0,306	0,361	0,423	0,463
29	0,683	1,311	1,699	2,045	2,462	2,756	0,126	0,237	0,301	0,355	0,416	0,456
30	0,683	1,310	1,697	2,042	2,457	2,750	0,124	0,233	0,296	0,349	0,409	0,449
31	0,682	1,309	1,696	2,040	2,453	2,744	0,122	0,229	0,291	0,344	0,403	0,442
32	0,682	1,309	1,694	2,037	2,449	2,738	0,120	0,225	0,287	0,339	0,397	0,436
33	0,682	1,308	1,692	2,035	2,445	2,733	0,118	0,222	0,283	0,334	0,392	0,430
34	0,682	1,307	1,691	2,032	2,441	2,728	0,116	0,219	0,279	0,329	0,386	0,424
35	0,682	1,306	1,690	2,030	2,438	2,724	0,114	0,216	0,275	0,325	0,381	0,418
36	0,681	1,306	1,688	2,028	2,434	2,719	0,113	0,213	0,271	0,320	0,376	0,413
37	0,681	1,305	1,687	2,026	2,431	2,715	0,111	0,210	0,267	0,316	0,371	0,408
38	0,681	1,304	1,686	2,024	2,429	2,712	0,110	0,207	0,264	0,312	0,367	0,403
39	0,681	1,304	1,685	2,023	2,426	2,708	0,108	0,204	0,260	0,308	0,362	0,398
40	0,681	1,303	1,684	2,021	2,423	2,704	0,107	0,202	0,257	0,304	0,358	0,393
41	0,681	1,303	1,683	2,020	2,421	2,701	0,106	0,199	0,254	0,301	0,354	0,389
42	0,680	1,302	1,682	2,018	2,418	2,698	0,104	0,197	0,251	0,297	0,350	0,384
43	0,680	1,302	1,681	2,017	2,416	2,695	0,103	0,195	0,248	0,294	0,346	0,380
44	0,680	1,301	1,680	2,015	2,414	2,692	0,102	0,192	0,246	0,291	0,342	0,376
45	0,680	1,301	1,679	2,014	2,412	2,690	0,101	0,190	0,243	0,288	0,338	0,372
46	0,680	1,300	1,679	2,013	2,410	2,687	0,100	0,188	0,240	0,285	0,335	0,368
47	0,680	1,300	1,678	2,012	2,408	2,685	0,099	0,186	0,238	0,282	0,331	0,365
48	0,680	1,299	1,677	2,011	2,407	2,682	0,098	0,184	0,235	0,279	0,328	0,361
49	0,680	1,299	1,677	2,010	2,405	2,680	0,097	0,182	0,233	0,276	0,325	0,358
50	0,679	1,299	1,676	2,009	2,403	2,678	0,096	0,181	0,231	0,273	0,322	0,354
51	0,679	1,298	1,675	2,008	2,402	2,676	0,095	0,179	0,228	0,271	0,319	0,351
52	0,679	1,298	1,675	2,007	2,400	2,674	0,094	0,177	0,226	0,268	0,316	0,348

DF atau DK	Tabel Distribusi Student t						Tabel Uji Korelasi Pearson Product Moment					
	uji satu sisi (one tailed)						uji satu sisi (one tailed)					
	0,25	0,1	0,05	0,025	0,01	0,005	0,25	0,1	0,05	0,025	0,01	0,005
	Uji dua sisi (two tailed)						Uji dua sisi (two tailed)					
	0,5	0,2	0,1	0,05	0,02	0,01	0,5	0,2	0,1	0,05	0,02	0,01
53	0,679	1,298	1,674	2,006	2,399	2,672	0,093	0,175	0,224	0,266	0,313	0,345
54	0,679	1,297	1,674	2,005	2,397	2,670	0,092	0,174	0,222	0,263	0,310	0,341
55	0,679	1,297	1,673	2,004	2,396	2,668	0,091	0,172	0,220	0,261	0,307	0,339
56	0,679	1,297	1,673	2,003	2,395	2,667	0,090	0,171	0,218	0,259	0,305	0,336
57	0,679	1,297	1,672	2,002	2,394	2,665	0,090	0,169	0,216	0,256	0,302	0,333
58	0,679	1,296	1,672	2,002	2,392	2,663	0,089	0,168	0,214	0,254	0,300	0,330
59	0,679	1,296	1,671	2,001	2,391	2,662	0,088	0,166	0,213	0,252	0,297	0,327
60	0,679	1,296	1,671	2,000	2,390	2,660	0,087	0,165	0,211	0,250	0,295	0,325
61	0,679	1,296	1,670	2,000	2,389	2,659	0,087	0,164	0,209	0,248	0,293	0,322
62	0,678	1,295	1,670	1,999	2,388	2,657	0,086	0,162	0,207	0,246	0,290	0,320
63	0,678	1,295	1,669	1,998	2,387	2,656	0,085	0,161	0,206	0,244	0,288	0,317
64	0,678	1,295	1,669	1,998	2,386	2,655	0,084	0,160	0,204	0,242	0,286	0,315
65	0,678	1,295	1,669	1,997	2,385	2,654	0,084	0,159	0,203	0,240	0,284	0,313
66	0,678	1,295	1,668	1,997	2,384	2,652	0,083	0,157	0,201	0,239	0,282	0,310
67	0,678	1,294	1,668	1,996	2,383	2,651	0,083	0,156	0,200	0,237	0,280	0,308
68	0,678	1,294	1,668	1,995	2,382	2,650	0,082	0,155	0,198	0,235	0,278	0,306
69	0,678	1,294	1,667	1,995	2,382	2,649	0,081	0,154	0,197	0,234	0,276	0,304
70	0,678	1,294	1,667	1,994	2,381	2,648	0,081	0,153	0,195	0,232	0,274	0,302
71	0,678	1,294	1,667	1,994	2,380	2,647	0,080	0,152	0,194	0,230	0,272	0,300
72	0,678	1,293	1,666	1,993	2,379	2,646	0,080	0,151	0,193	0,229	0,270	0,298
73	0,678	1,293	1,666	1,993	2,379	2,645	0,079	0,150	0,191	0,227	0,268	0,296
74	0,678	1,293	1,666	1,993	2,378	2,644	0,079	0,149	0,190	0,226	0,266	0,294
75	0,678	1,293	1,665	1,992	2,377	2,643	0,078	0,148	0,189	0,224	0,265	0,292
76	0,678	1,293	1,665	1,992	2,376	2,642	0,078	0,147	0,188	0,223	0,263	0,290
77	0,678	1,293	1,665	1,991	2,376	2,641	0,077	0,146	0,186	0,221	0,261	0,288
78	0,678	1,292	1,665	1,991	2,375	2,640	0,077	0,145	0,185	0,220	0,260	0,286
79	0,678	1,292	1,664	1,990	2,374	2,640	0,076	0,144	0,184	0,219	0,258	0,285
80	0,678	1,292	1,664	1,990	2,374	2,639	0,076	0,143	0,183	0,217	0,257	0,283
81	0,678	1,292	1,664	1,990	2,373	2,638	0,075	0,142	0,182	0,216	0,255	0,281
82	0,677	1,292	1,664	1,989	2,373	2,637	0,075	0,141	0,181	0,215	0,253	0,280
83	0,677	1,292	1,663	1,989	2,372	2,636	0,074	0,140	0,180	0,213	0,252	0,278
84	0,677	1,292	1,663	1,989	2,372	2,636	0,074	0,140	0,179	0,212	0,251	0,276
85	0,677	1,292	1,663	1,988	2,371	2,635	0,073	0,139	0,178	0,211	0,249	0,275
86	0,677	1,291	1,663	1,988	2,370	2,634	0,073	0,138	0,176	0,210	0,248	0,273
87	0,677	1,291	1,663	1,988	2,370	2,634	0,072	0,137	0,175	0,208	0,246	0,272
88	0,677	1,291	1,662	1,987	2,369	2,633	0,072	0,136	0,174	0,207	0,245	0,270
89	0,677	1,291	1,662	1,987	2,369	2,632	0,072	0,136	0,174	0,206	0,244	0,269
90	0,677	1,291	1,662	1,987	2,368	2,632	0,071	0,135	0,173	0,205	0,242	0,267
91	0,677	1,291	1,662	1,986	2,368	2,631	0,071	0,134	0,172	0,204	0,241	0,266
92	0,677	1,291	1,662	1,986	2,368	2,630	0,070	0,133	0,171	0,203	0,240	0,264
93	0,677	1,291	1,661	1,986	2,367	2,630	0,070	0,133	0,170	0,202	0,238	0,263
94	0,677	1,291	1,661	1,986	2,367	2,629	0,070	0,132	0,169	0,201	0,237	0,262
95	0,677	1,291	1,661	1,985	2,366	2,629	0,069	0,131	0,168	0,200	0,236	0,260
96	0,677	1,290	1,661	1,985	2,366	2,628	0,069	0,131	0,167	0,199	0,235	0,259
97	0,677	1,290	1,661	1,985	2,365	2,627	0,069	0,130	0,166	0,198	0,234	0,258
98	0,677	1,290	1,661	1,984	2,365	2,627	0,068	0,129	0,165	0,197	0,232	0,256
99	0,677	1,290	1,660	1,984	2,365	2,626	0,068	0,129	0,165	0,196	0,231	0,255
100	0,677	1,290	1,660	1,984	2,364	2,626	0,068	0,128	0,164	0,195	0,230	0,254
101	0,677	1,290	1,660	1,984	2,364	2,625	0,067	0,127	0,163	0,194	0,229	0,253
102	0,677	1,290	1,660	1,983	2,363	2,625	0,067	0,127	0,162	0,193	0,228	0,252
103	0,677	1,290	1,660	1,983	2,363	2,624	0,067	0,126	0,161	0,192	0,227	0,250
104	0,677	1,290	1,660	1,983	2,363	2,624	0,066	0,125	0,161	0,191	0,226	0,249

Appendices 5: Submission of thesis title

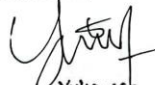

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
 Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id
PENGAJUAN JUDUL SKRIPSI

Nama	: Yulianisa	NIM	: 2111 60017
TTL	: Donggala, 18 Juli - 2023	Jenis Kelamin	: Perempuan
Program Studi	: TBI	Semester	: 5
Alamat	: Jln. Pue longo	HP	: 0822 7100 0272
Judul			

☐ Judul I
The Influence of teacher Creativity in Improving the Speaking
of XI Pharmacy Students at Vocational School Yadika Palu.

☒ Judul II
Relationship between
The Influence of Interpersonal Intelligence and the English Speaking
Ability of XI Pharmacy Students at Yadika Palu Vocational School


☐ Judul III
The Relationship between communicative language teaching and
the Speaking ability of XI Pharmacy Students at Yadika Palu.

Sigi, 07, November 2023
 Mahasiswa,

 Nama... Yulianisa
 NIM... 2111 60017

Telah disetujui penyusunan skripsi dengan catatan:


Pembimbing I : Ana Kuliahana, M.Pd
 Pembimbing II : Dzakiah, M.Pd

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan



Dr. Arifuddin M. Arif, S.Ag., M.Ag.
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Ketua Program Studi,



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013



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Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id
PENGAJUAN JUDUL SKRIPSI

Nama : Yulianisa
TTL : Donggala, 18 Juli - 2023
Program Studi : ~~TSI~~
Alamat : Jln. Pue Lango
Judul :

NIM : 2111 60017
Jenis Kelamin : Perempuan
Semester : 5
HP : 0832 7100 072

☐ Judul I

The Influence of teacher creativity in improving the speaking
of XI Pharmacy Students at Vocational School YadiKa Palu.

☒ Judul II *compleksin beiseen and*
The Influence of Interpersonal Intelligence of the English Speaking
Ability of ~~XI Pharmacy Students at YadiKa Palu~~ Vocational School ~~YadiKa~~ Palu.

☐ Judul III *the relationship between*
The Relationship between communicative language teaching and
the speaking ability of XI Pharmacy Students at ~~YadiKa~~ Vocational School, YadiKa Palu.

Sigi, 07. November 2023
Mahasiswa,

Nama: Yulianisa
NIM: 211160017

Telah disetujui penyusunan skripsi dengan catatan:

Pembimbing I : Ana Kuliahana, M.Pd

Pembimbing II : Dzakiah, M.Pd

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan

Dr. Arifuddin M. Arif, S.Ag., M.Ag.
NIP. 19751107 200701 1 016

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 2606 TAHUN 2023**

**TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU**

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang** :
- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
 - b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
 4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
 7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027

MEMUTUSKAN

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU** :
- Menetapkan saudara :
1. Ana Kuliahana, S.Pd., M.Pd.
 2. Dzakiah, S.Pd., M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Yulianisa
NIM : 211160017
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE CORELATION BETWEEN INTERPERSONAL INTELLIGENCE AND THE ENGLISH SPEAKING ABILITY OF STUDENT IN PHARMACY DEPARTEMENT AT SMK YADIKA PALU
- KEDUA** : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA** : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023
- KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA** : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Sigi
Pada Tanggal : 19 November 2023
Dekan,



Dr. Saefudin Mashuri, S.Ag., M.Pd.I.
NIP. 19731231 200501 1 070

Appendices 6:

Research permission letter (campus)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة دانوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 105 /Un.24/F.I/PP.00.9/04/2025
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 23 April 2025

Yth. Kepala SMK Yadika Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	: Yulianisa
NIM	: 211160017
Tempat Tanggal Lahir	: Donggala, 18 Juli 2003
Semester	: VIII (Delapan)
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jl. I Gusti Ngurahrai
Judul Skripsi	: The correlation between interpersonal intelligence and the english speaking ability of student in pharmacy departemen at smk yadika palu.
No. HP	: 082346224412

Dosen Pembimbing :
1. Ana Kuliahana, S.Pd., M.Pd.
2. Dzakiah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Prof. Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 19731231 200501 1 070

Appendices 7:

Research permission letter (School)



YAYASAN ABDI KARYA (YADIK)
SEKOLAH MENENGAH KEJURUAN
SMK YADIK PALU
AKREDITASI A

Jl. Hang Tuah No. 58 Kel. Tahise Kec. Mantikulore Kota Palu 94118
 Web : smkyadikapalu.sch.id | Email : smkyadika.palu@gmail.com Telp : (0451) 8201188



SURAT KETERANGAN MELAKUKAN PENELITIAN

Nomor : 125/K-YAK/V/2025

Yang bertanda tangan di bawah ini :

Nama	: Ferdinand Samola, SST., Gr
Nip	: -
Pangkat/ Golongan	: -
Unit Kerja	: SMK Yadika Palu
Jabatan	: Kepala SMK Yadika Palu

Menerangkan dengan sesungguhnya :

Nama	: Yulianisa
NIM	: 211160017
Tempat Tanggal Lahir	: Donggala, 18 Juli 2003
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Telah Melaksanakan Penelitian pada SMK Yadika Palu, Tanggal 24 April 2025 dalam rangka penyelesaian Skripsi dengan Judul **"The Correlation between interpersonal intelligence and the english speaking ability of student in pharmacy departemen at SMK Yadika Palu"**.

Demikian surat keterangan ini di buat, untuk dapat digunakan sebagaimana mestinya.

Palu, 7 Mei 2025

Kepala SMK Yadika Palu



Ferdinand Samola, SST.,Gr

Appendices 8:

Proof of completion of questionnaire

Kuesioner Kecerdasan Interpersonal

Nama :

Kelas : XI farmasi

Petunjuk mengerjakan angket:

1. Pilihlah salah satu jawaban yang tepat dan beri tanda ceklis
2. Setiap jawaban anda adalah benar semua, jangan terpengaruh dengan teman anda.
3. Kerjakan semua nomor, hasil pengerjaan kuesioner ini tidak berpengaruh pada nilai pelajaran anda.
4. Selamat mengerjakan.

No	Pernyataan Positif (+) / (-)	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya memberi motivasi kepada teman untuk belajar dengan giat.			✓	
2.	Saya menggunakan buku bacaan dengan teman sebangku ketika belajar di kelas.		✓		
3.	Saya menghibur teman ketika sedang bersedih.			✓	
4.	Saya memahami perasaan teman ketika sedang senang.		✓		
5.	saya mengerjakan PR yang diberikan guru dengan berdiskusi bersama teman mengenai apa yang belum dimengerti.	✓			
6.	Saya membantu teman mengangkat bangku ketika piket membersihkan kelas.		✓		
7.	Saya menanyakan materi yang belum di mengerti kepada guru maupun teman.		✓		
8.	Saya senang hati membantu		✓		

	teman kesulitan.				
9.	Saya berteman dengan siapapun tanpa memilih milih teman.		✓		
10.	Saya merasa nyaman dengan siapa saja menjadi teman diskusi		✓		
11.	Saya tidak memberikan ke teman yang hendak meminjam buku tulis.				✓
12.	Saya tidak mengerjakan tugas diskusi secara kelompok.				✓
13.	Saya tidak memperdulikan teman yang sedang bersedih.				✓
14.	Saya tidak membantu teman ketika kesulitan.				✓
15.	Saya suka merendahkan teman.				
16.	Saya tidak mengikuti diskusi ketika ada tugas kelompok.				✓
17.	Saya tidak memperhatikann guru ketika menjelaskan pelajaran.				✓
18.	Saya tidak menanyakan materi yang tidak dimengerti.				✓
19.	Saya suka berkelahi dengan teman.				✓
20.	Saya berteman dengan teman yang saya sukai saja.				✓

Kuesioner Kecerdasan Interpersonal

Nama :

Kelas : *XI farmasi*

Petunjuk mengerjakan angket:

1. Pilihlah salah satu jawaban yang tepat dan beri tanda ceklis
2. Setiap jawaban anda adalah benar semua, jangan terpengaruh dengan teman anda.
3. Kerjakan semua nomor, hasil pengerjaan kuesioner ini tidak berpengaruh pada nilai pelajaran anda.
4. Selamat mengerjakan.

No	Pernyataan Positif (+) / (-)	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya memberi motivasi kepada teman untuk belajar dengan giat.		✓		
2.	Saya menggunakan buku bacaan dengan teman sebangku ketika belajar di kelas.		✓		
3.	Saya menghibur teman ketika sedang bersedih.		✓		
4.	Saya memahami perasaan teman ketika sedang senang.	✓			
5.	saya mengerjakan PR yang diberikan guru dengan berdiskusi bersama teman mengenai apa yang belum dimengerti.			✓	
6.	Saya membantu teman mengangkat bangku ketika piket membersihkan kelas.			✓	
7.	Saya menanyakan materi yang belum di mengerti kepada guru maupun teman.		✓		
8.	Saya senang hati membantu	✓			

	teman kesulitan.				
9.	Saya berteman dengan siapapun tanpa memilih milih teman.	✓			
10.	Saya merasa nyaman dengan siapa saja menjadi teman diskusi	✓			
11.	Saya tidak memberikan ke teman yang hendak meminjam buku tulis.			✓	
12.	Saya tidak mengerjakan tugas diskusi secara kelompok.				✓
13.	Saya tidak memperdulikan teman yang sedang bersedih.				✓
14.	Saya tidak membantu teman ketika kesulitan.				✓
15.	Saya suka merendahkan teman.	✓			
16.	Saya tidak mengikuti diskusi ketika ada tugas kelompok.				✓
17.	Saya tidak memperhatikan guru ketika menjelaskan pelajaran.			✓	
18.	Saya tidak menanyakan materi yang tidak dimengerti.			✓	
19.	Saya suka berkelahi dengan teman.				✓
20.	Saya berteman dengan teman yang saya sukai saja.				✓

Kuesioner Kecerdasan Interpersonal

Nama : Buq

Kelas : XI Farmasi

Petunjuk mengerjakan angket:

1. Pilihlah salah satu jawaban yang tepat dan beri tanda ceklis
2. Setiap jawaban anda adalah benar semua, jangan terpengaruh dengan teman anda.
3. Kerjakan semua nomor, hasil pengerjaan kuesioner ini tidak berpengaruh pada nilai pelajaran anda.
4. Selamat mengerjakan.

No	Pernyataan Positif (+) / (-)	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya memberi motivasi kepada teman untuk belajar dengan giat.	✓			
2.	Saya menggunakan buku bacaan dengan teman sebangku ketika belajar di kelas.		✓		
3.	Saya menghibur teman ketika sedang bersedih.		✓		
4.	Saya memahami perasaan teman ketika sedang senang.		✓		
5.	saya mengerjakan PR yang diberikan guru dengan berdiskusi bersama teman mengenai apa yang belum dimengerti.	✓			
6.	Saya membantu teman mengangkat bangku ketika piket membersihkan kelas.		✓		
7.	Saya menanyakan materi yang belum di mengerti kepada guru maupun teman.		✓		
8.	Saya senang hati membantu		✓		

	teman kesulitan.				
9.	Saya berteman dengan siapapun tanpa memilih milih teman.		✓		
10.	Saya merasa nyaman dengan siapa saja menjadi teman diskusi		✓		
11.	Saya tidak memberikan ke teman yang hendak meminjam buku tulis.			✓	
12.	Saya tidak mengerjakan tugas diskusi secara kelompok.				✓
13.	Saya tidak memperdulikan teman yang sedang bersedih.				✓
14.	Saya tidak membantu teman ketika kesulitan.				✓
15.	Saya suka merendahkan teman.				✓
16.	Saya tidak mengikuti diskusi ketika ada tugas kelompok.				✓
17.	Saya tidak memperhatikann guru ketika menjelaskan pelajaran.				✓
18.	Saya tidak menanyakan materi yang tidak dimengerti.			✓	
19.	Saya suka berkelahi dengan teman.				✓
20.	Saya berteman dengan teman yang saya sukai saja.				✓

Kuesioner Kecerdasan Interpersonal

Nama :

Kelas : *PA Farmasi*

Petunjuk mengerjakan angket:

1. Pilihlah salah satu jawaban yang tepat dan beri tanda ceklis
2. Setiap jawaban anda adalah benar semua, jangan terpengaruh dengan teman anda.
3. Kerjakan semua nomor, hasil pengerjaan kuesioner ini tidak berpengaruh pada nilai pelajaran anda.
4. Selamat mengerjakan.

No	Pernyataan Positif (+) / (-)	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya memberi motivasi kepada teman untuk belajar dengan giat.			✓	
2.	Saya menggunakan buku bacaan dengan teman sebangku ketika belajar di kelas.	✓			
3.	Saya menghibur teman ketika sedang bersedih.		✓		
4.	Saya memahami perasaan teman ketika sedang senang.		✓		
5.	saya mengerjakan PR yang diberikan guru dengan berdiskusi bersama teman mengenai apa yang belum dimengerti.		✓		
6.	Saya membantu teman mengangkat bangku ketika piket membersihkan kelas.	✓			
7.	Saya menanyakan materi yang belum di mengerti kepada guru maupun teman.		✓		
8.	Saya senang hati membantu	✓			

	teman kesulitan.				
9.	Saya berteman dengan siapapun tanpa memilih milih teman.		✓		
10.	Saya merasa nyaman dengan siapa saja menjadi teman diskusi		✓		
11.	Saya tidak memberikan ke teman yang hendak meminjam buku tulis.		X	✓	
12.	Saya tidak mengerjakan tugas diskusi secara kelompok.				✓
13.	Saya tidak memperdulikan teman yang sedang bersedih.				✓
14.	Saya tidak membantu teman ketika kesulitan.				✓
15.	Saya suka merendahkan teman.				✓
16.	Saya tidak mengikuti diskusi ketika ada tugas kelompok.				✓
17.	Saya tidak memperhatikann guru ketika menjelaskan pelajaran.				✓
18.	Saya tidak menanyakan materi yang tidak dimengerti.			✓	
19.	Saya suka berkelahi dengan teman.				✓
20.	Saya berteman dengan teman yang saya sukai saja.			✓	

Kuesioner Kecerdasan Interpersonal

Nama : S

Kelas : 21 farmasi

Petunjuk mengerjakan angket:

1. Pilihlah salah satu jawaban yang tepat dan beri tanda ceklis
2. Setiap jawaban anda adalah benar semua, jangan terpengaruh dengan teman anda.
3. Kerjakan semua nomor, hasil pengerjaan kuesioner ini tidak berpengaruh pada nilai pelajaran anda.
4. Selamat mengerjakan.

No	Pernyataan Positif (+) / (-)	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya memberi motivasi kepada teman untuk belajar dengan giat.	✓			
2.	Saya menggunakan buku bacaan dengan teman sebangku ketika belajar di kelas.		✓		
3.	Saya menghibur teman ketika sedang bersedih.		✓		
4.	Saya memahami perasaan teman ketika sedang senang.	✓			
5.	saya mengerjakan PR yang diberikan guru dengan berdiskusi bersama teman mengenai apa yang belum dimengerti.	✓			
6.	Saya membantu teman mengangkat bangku ketika piket membersihkan kelas.	✓			
7.	Saya menanyakan materi yang belum di mengerti kepada guru maupun teman.	✓			
8.	Saya senang hati membantu	✓			

	teman kesulitan.				
9.	Saya berteman dengan siapapun tanpa memilih milih teman.	✓			
10.	Saya merasa nyaman dengan siapa saja menjadi teman diskusi	✓			
11.	Saya tidak memberikan ke teman yang hendak meminjam buku tulis.				✓
12.	Saya tidak mengerjakan tugas diskusi secara kelompok.				✓
13.	Saya tidak memperdulikan teman yang sedang bersedih.				✓
14.	Saya tidak membantu teman ketika kesulitan.				✓
15.	Saya suka merendahkan teman.				✓
16.	Saya tidak mengikuti diskusi ketika ada tugas kelompok.				✓
17.	Saya tidak memperhatikan guru ketika menjelaskan pelajaran.				✓
18.	Saya tidak menanyakan materi yang tidak dimengerti.			✓	✗
19.	Saya suka berkelahi dengan teman.				✓
20.	Saya berteman dengan teman yang saya sukai saja.				✓

Appendices 9:

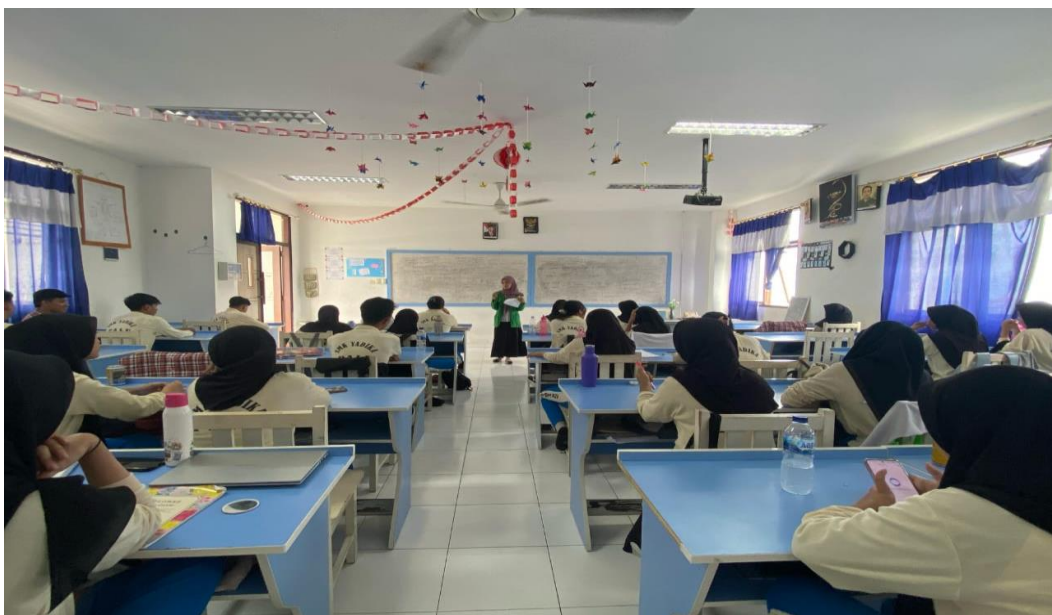
Distribution of questionnaires to students pharmacy departement class XI at SMK Yadika Palu who were sampled to measure interpersonal intelligence, on April 24, 2025, at 13:20.



The researcher explained how to fill out the questionnaire to class XI students majoring in pharmacy at SMK Yadika Palu.



Researchers conducted a speaking test to students pharmacy department class XI at SMK Yadika Palu, on April 25, 2025 at 08.00 am.



Appendices 10:

Distribution of Test Speaking

Researcher walk to each student's desk to conduct a speaking test on class XI pharmacy students at SMK Yadika Palu.



CURRICULUM VITAE



Research Identify

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Palu, 25 February 2025 M
 25 Sya'ban 1446 H
 Researcher,

Yulianisa

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