CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

3. 1. Presentation of the Data

The data are presented into 2 tables. The first table presents the scores of students' linguistic intelligence and their competence in comprehending an English Reading passage.

The second table presents the linguistic intelligence mastery of the students according to their ability to make poetry in the same title.

Table III.A. 1. The Students' scores of level of Linguistic Intelligence
And Reading

Number of samples	Score of Linguistic Intelligence	Score of Reading Test
1	3	85
2	2	83
3	1	71
4	2	90
5	2	73
6	1	75
7	2	82
8	3	78
9	1	81
10	3	83
11	2	78
12	3	80
13	3	84
14	1	76
15	0	83
16	4	89

17	1	98
18	4	89
19	3	83
20	2	70
21	2	67
22	3	76
23	3	77
24	4	77
25	1	88
26	3	68
27	4	62
28	1	83
29	1	82
30	2	81
31	2	90
32	2	75
33	3	77
34	3	87
35	3	91
36	4	91
37	1	60
38	1	86
39	2	75
40	1	91

From the table above, it can be seen that competence scores are varied enough. 60 is the lowest score and 98 is the highest.

Student's linguistic intelligence is categorized into numerical scores range from 0 as the lowest score to 4 as the highest score. The scores are assigned to least intelligent, less intelligent, sufficient intelligent, intelligent, very intelligent in creating poetry.

Table III.A.2. Students Linguistic Intelligence Category

Category Intelligence	Score Range	Mean	Sample number
Very Intelligent (4)	62 - 91	81,6	5
Intelligent (3)	68 - 91	80,75	12
Sufficient (2)	73 - 90	78,55	11
Less Intelligent (1)	60 - 98	81	11
Least Intelligent (0)	83	83	1
Total			40

The table III A 2 shows that there are 5 students or 12,50 % of the students who are very intelligent in comprehending English Reading Passages with the lowest score of 62 and the highest score of 91. There are 12 students or 30 % of the students who are intelligent in comprehending English Reading Passages with 68 as the lowest score and 91 as the highest score.

On the other hand there are 11 students (27.50 %) who are sufficiently intelligent with the score of 90 as the highest and of 73 as the lowest score. There are 11 students (27,50 %) of the students who are less intelligent with 98 as the highest score and 60 as the lowest score. In addition, there is only one student (2,50 %) of the students with the score of 83 has the least linguistic intelligence.

From the table above it also can be known that the highest mean of 83 is gained by students who are in the least linguistic intelligence category of comprehending. Whereas the lowest mean is 78.35 gained by those who are in the sufficient intelligence category. Hence it can be seen that linguistic intelligence has a correlation with competence in comprehending an English Reading Passage.

3. 2. The Interpretation of The Data

The value of Spearman correlation is rs $\div$ 0,178. However the value of significance obtained 1,121 is less than the value got from table B which is 1,168. In this case I may interpret that there is only a small positive relationship between the students linguistic intelligence and their competence in comprehending an English Reading Passage.

The result of the observation shows that there are some factors that influence the student linguistic intelligence and their competence in comprehending an English Reading Passage. Those factors are family, friends and peer relationships, schools, heredity, culture, interest and knowledge how to read.

3. 2. 1. Family

Family has a very important role in children linguistic intelligence and their competence in comprehending English reading passage. At birth, children are completely dependent on their parents. By sometime in late adolescence, the developmental tasks facing them include achieving independence, separation from families, becoming self- sufficient and transferring major emotional ties to person outside the family.

From the children's point of view, up until they start school they are with their families most of the time and are influenced primarily by them. Once they start school, they are away from their families relationships with others, especially peers, become increasingly important.

The way to build a competence with characteristics already shaped by years of interaction with their parents, depends on the course of which patterns of mutual accommodation have been established. Correlation between parents behavior and children attributes, such as achievement motivation, anxiety, and dependence, is already evident before children start to school.

Families are not simply aggregates of people who happen to live under the same roof. Rather, they are social system, each of which has unique patterns of interaction among its members. These patterns of interaction reflect the attributes of all persons in the family, both parents and children. The patterns are also affected by family structure, or the members of the family are whether one or both parents are present, the number and sex of sibling, and so forth while gradually changing as family members change. Both children and parents may influence patterns of family interactions during the school years, especially in children competence in comprehending English reading passage.

3. 2. 2. Friends and Peer Relationships

The other factor that influences the children linguistic intelligence and their competence in comprehending English reading passage is friends and peer relationships.

Perhaps the greatest change in the social organization of children's lives once they begin school is the greatly increased amount of time they spent with peers. There are the formal classroom relationships with a large and relatively stable group of

other children, which now take up several hours of each child's day. Children play, form clubs, embark on projects, squabble, state opinions, jockey for social position, and engage in a host of other activities with one another. In the course of these activities they learn a competence. It influences their competence in comprehending English reading passage.

School year plays a crucial formative role in competence development because of the changed relationships they bring with others, with adults but especially with peers. The school years are the period in life when children first really begin to become social. Children's relationships with adults change once they are in school because now they come in contact with a much wider range of authority figures than do younger children, whose contact is primarily with their parents. Furthermore, the children interact with a number of different adults in similar positions of authority, teacher, for instance, each of who has particular characteristics. Through this contact, children learn to build competence to interact with authority in diverse forms.

They also learn that competence that persons in authority positions are individuals, a discovery that may ultimately lead them to discover that their parents are also individuals. It is the new relationships with peers that are especially important. They are also persons similar to one self in many ways, but with their own idiosyncrasies, attitudes, interests, wishes, and ideas about what is fair or fun to do. Children must learn to come to terms with one another through their own actions. At home their acceptance is partly a matter of being their parent's child at school, of being a given teacher's pupil. What children learn in this relationship is social

accommodation to other persons. They must learn about the many ways in which other children differ from themselves and also how to cope with accommodate those differences. Especially in the early school years, children do not have much awareness of others' feelings and egos are bruised, even among children who usually get along well together.

Children begin to show interest in a particular friend or chum, demonstrating real sensitivity to the chum as a person. The two become able to share activities but also triumphs and failures, joys and depressions. They show signs of caring about each other in ways that they have not shown toward others before.

3. 2. 3. Schools.

The school and education have important role in children linguistic intelligence and their competence in comprehending English reading passage. Education, availability of books and other sources of intellectual in the home, parents as models for reading and engaging in intellectual activities, parent's participation with children in problem solving activities, peers involvement in school and intellectual interest have been related to children's school aptitude and school performance. They are more frequently present in middle and upper than in lower socioeconomic status homes.

Instructional techniques in informal learning situations are quite varied, as are instructional techniques in formal situations. Competence may be used more systematically and extensively in formal education. What is learned in competence in

either formal or informal educational settings will generalize to related problem situations that can be recognized as such. Children do not necessarily learn a competence in the same things in the two types of settings although they may but what is learned in competence in either case can generalize in limited ways.

All the forms of teaching to which they are exposed, whether it takes place in formal school settings influence children or not. Children in some cultural contexts may have little opportunity for formal schooling. But this is not to say that they will learn a competence a great deal by informal means; and in urbanized settings, children have a wide variety of both formal and informal educational experiences, all of which influence their development. Schools do have some long lasting impact on intellectual skills, influencing the ways in which children learn a competence to apply basic cognitive processes. To see whether going to school shapes children's competence, it is necessary to turn to cross-cultural studies in which groups of individuals with and without school experience can be compared. Children' s school attendance is correlated with many features of their home environments, and that much of the difference between schooled and unschooled groups must be attributed to these background differences, rather than to schooling.

There is some basis for stating that children in open classrooms are more likely to score higher on attitudes toward school, creativity, curiosity, and cooperation. When beginning readers performance was compared in relation to open versus structured classroom experience and in relation to specific cognitive abilities relevant for reading, the children with structured experience, which had features

especially relevant for their level of learning performed significantly better by several criteria.

Classroom climate has been assumed to be an important influence on children's competence and attitudes. Classroom management is clearly more important. Good classroom managers maintain a steady flow of activities matched to the children's requirements. Children in their classes are more involved in classwork, require fewer disciplinary measures and show greater achievement than do children whose teachers are poor managers. Teacher expectations about children's ability do not influence performance as strongly as early studies suggested, but teachers attitudes about what is important, and their role definitions of themselves as teachers, do affect their influence on children in comprehending a reading passage.

3. 2. 4. Heredity

Heredity plays an important role in children's competence. Parents not only provide the genes for the child's biological blueprint for development, but they also play important roles in determining the types of competence environments their children will encounter. Three ways heredity and environment interact in this manner are passively, evocatively and actively.

Passive genotype-environment interactions occur when the biological parents, who are genetically related to child, provide a rearing environment for the child. Parents may have a genetic predisposition to be intelligent and read skillfully. Because they read well and enjoy reading, they provide their child with books to read,

with the likely outcome that their children will become skilled readers who enjoy reading.

The relative importance of the three genotype-environment interactions changes as children develop from infancy through adolescence.

3. 2. 5. Culture

The relationships children have with other people, including parents, friends, teachers, grandparents, and others, have a deep and lasting impact on children's lives. It is through these relationships that children learn not only how to get along with others, how to make a competence, but how to do and be the things their culture expects them to do and be. It is also through relationships with others that children achieve a sense of belonging and learn to deal with the stresses of life.

A comprehensive approach to studying children's relationships makes use the concepts of social networks and social supports. A social network consists of the ties or linkages that connect individuals. These linkages can be conduits for a variety of resources. Social support may be defined as resources other people provide that and that arise in the context of interpersonal relationships. Supportive resources can include information, material assistance (reading), affection, and assistance in problem solving and comforting.

Children who have supportive networks are more competent and cope better with stress. The patterns of relationships children have with others differ among cultures according of the values, beliefs, and social organization of the culture. The

nature of children's social relationships influences the kinds of opportunities and experiences they will have, and hence the competencies they will have, and hence the competencies they will develop. Children social networks are support systems are an important means by which children learn the competencies they will need for success as adults within their own culture.

Human development occurs in the context of interaction between the person and the environment. Supportive interactions occur between children and members of their social networks, which are in turn part of a larger cultural context.

From an ecological perspective, the particular shared beliefs, customs, values, and patterns of social organization of a culture are seen as giving meaning to interactions among people. So, supportive interactions may take different forms in different cultures. Cultural patterns influence the nature of the social relationship children will have the kinds of activities they will engage in, and the kinds of experiences they will have. In turn, activities and experiences influence the kinds of competencies children will develop children's social support systems, then are the conduit by which children learn to competencies relevant to their ecological circumstances.

Meaning and resource are provided to children by of their social member during supportive interactions. Different network members, such as parents, sibling, teachers, grandparents and others may convey different resources and meanings. Through supportive interactions with a variety of network members, children develop the knowledge and skills they need to become competent in their culture.

Community members interacting with their social and physical ecologies construct patterns of caring for children competence. Moreover, that community specific pattern of childcare will be associated with particular development experiences and ways of conceptualizing self and others. Culture provides their new members with support for a sense of belonging in ways that are congruent with their ecological circumstances and help to build children's current and future lives within their culture.

Children are clearly provided with support for the development of culturally appropriate competence during interactions with various network members in important task, geared to their ability level, that they will be expected to perform or to supervise in adulthood. Supportive interactions occur continuously in the context of everyday activities in many cultures. Social support in many cultures is clearly support for the development of culturally appropriate competence.

The relationships children have with members of their social networks, family, friends, relatives, and others are essential to their development and to the perpetuation and development of their culture. Trough supportive interactions with network members, children develop knowledge and skills and a sense of belonging that are specific to their culture, and the competencies they will need to become successful members of their culture.

3. 2. 6. Interest

Interest also have a big important role in influencing the children competence. The children have their interest in their environment. It influences their competence in comprehending the passage. There are children who like football will competence in comprehending a football reading. Other children interested in music will have a good competence in comprehending music, etc.

3. 2. 7. Knowledge how to read

The correlation between vocabulary knowledge and reading comprehension is both robust and well documented the students who know more words read better because they know more words. Vocabulary knowledge may reflect the relative success of past vocabulary acquisition.

For reading, the knowledge component includes knowledge or awareness of self as a leaner, task demand, and relations between text, prior knowledge, and reading strategies and reading comprehension.

CHAPTER IV

CONCLUSION AND SUGGESTION