

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Some conclusions reached based on research findings and interpretations that the mean score of the intelligence quotient score at the Second Semester of the English Education Department at the State Islamic University of Sultan Maulana Hasanuddin Banten academic year 2023/2024 was 107,7545 in which the maximum score was 122,00 and the minimum the score was 85,00, and can be concluded that “above average” category is the highest frequency level for students’ intelligent quotient.

Then the mean score of listening score at the Second Semester of the English Education Department at the State Islamic University of Sultan Maulana Hasanuddin Banten academic year 2023/2024 was 33,80 with the maximum score was 90, and the minimum the score was 5 can be concluded that “very poor” category is the highest frequency level for students’ listening comprehension score.

From this study it can be concluded that there is no significant correlation between Intelligent Quotient and listening comprehension in the second semester of the English Education Department at the State Islamic University of Sultan Maulana Hasanuddin Banten academic year 2023/2024. It can be determined from the correlation coefficient between the intelligent quotient score and the student's listening score is 0.0338 which is in the range of low correlation of 0.20-0.40.

From this study, researcher can concluded that there is no significant relationship between students' IQ scores and their

listening comprehension and students who have higher IQ scores do not always have better listening comprehension than students who have lower IQ scores.

B. Suggestion

The researcher hopes that the research can stimulate students' enthusiasm in learning, especially in listening comprehension because IQ scores do not have a big effect on students' listening skills and for second semester students from the English Education Department at the State Islamic University of Sultan Maulana Hasanuddin Banten academic year 2023/2024 need to improve their listening comprehension because the listening scores that the researchers tested got a very poor average score.

For teachers, this research is expected to provide new understanding that students' IQ scores do not always affect listening learning, there are still many other factors that can affect students' listening comprehension, so teachers can choose the right method in teaching listening comprehension students without discriminating against students' IQ scores.

For future researchers, researchers hope that this research will be useful to other researchers in the future, and that future researchers who are interested in conducting relevant research will be able to use this research as a reference for their research, particularly the relationship between intelligence and listening comprehension.