Students Reading Achievement Based on Their Intelligence Quotient (IQ): A Case Study

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	ABSTRACT
	This research was conducted to determine the factors that caused some students to have high IQ but low English reading achievement and vice versa. The research aimed to find out what factors caused students to have high intellectual intelligence but low reading achievement and vice versa. This type of research was a qualitative method with a case study research design. Participants in this research were grade VIII students at SMPN 4 Bukittinggi, and using purposive sampling techniques, the researchers selected 9 participants for this research. The instruments used in this research were interviews and observations checklist of students. The results of the analysis showed that there were two factors that caused students to have high IQ but low English reading achievement and vice versa. This could be seen from the results of interviews and observation checklists with students, namely internal factors are physiological, intelligence, talents, interests, student activity during the learning process, and also external factors, namely the role of parents, teachers, learning media, infrastructure, curriculum, school time, and mass media. It can be concluded that the factors causing students to have high IQ but low achievement in learning English and vice versa were internal and external factors, and were also supported by aspects of student activity in the English learning process.

INTRODUCTION

Achievement is something that can not be separated from learning activities because learning activities are processes and achievements are the results of the learning process. Achievement can mean the results obtained because of the learning activities performed. In achieving good learning achievement, many factors need to be considered because, in the world of education, not a few students experience failure. Sometimes students who have a strong drive for achievement and opportunity to increase the resulting performance below their capabilities. According to Matsumura,

2013 in Akhmetova et al., 2022, reading achievement is performance in reading and ability to utilize reading skills with fluency and comprehension. In English as a second language, reading is an important skill for learners English as a second language. For most of these learners, these skills are the most important skills for ensuring success not only in learning English, but also in learning any content class that requires reading in English. By strengthening reading skills, learners will make greater progress and development in all other areas of learning (Akhmetova et al., 2022).

According to Arizah & Sari, 2019, the achievement of learning English is the result obtained by students learning the English process at any given time. The learning process is influenced by several things factors, such as internal and external factors. Internal factors include physical (health and physical disability), psychology (intelligence, interests, talents, motivation), and burnout. External factors include family factors (how teaching parents, relationships with relatives, parental economics, and cultural background), school factors (teaching method, curriculum, the relationship between teachers and students, the relationship between students and students, tools, buildings, study methods, and homework. Public factor (student activity in the environment, media, peers, and community culture) (Arizah & Sari, 2019). When learners know and understand much about information and communication technology, they can be motivated to learn, solve school problems and tasks, and triumph in society (Roza, 2021).

According to Arifmiboy, 2021, some factors influence students interest in learning English. They are internal factors come from the students themselves such as physical condition, intelligence, attainting and readiness and external factors such us family, teacher, school, and peer (Anisa et al., 2021). In addition, according to Kardena, 2021, teachers are required to do several things, such as: decide on goal setting, materials, selection of activities and its organization, as well as its evaluation. In other words, Teachers must be able to design classes Activities start from teaching and learning objectives process to evaluation system. That's important for decided because it affects student achievement (Kardena et al., 2021).

According to Matzel, 2020, intelligence is the ability to think rationally, learn effectively, understand complex ideas, and adapt to the environment. Thus, intelligence is best seen as a general ability that can influence performance on various cognitive tasks. Intelligence is one of the most important aspects of human life. Intelligence in the narrow sense means the ability to excel in teaching and learning process goals (Matzel, 2020). This intelligence plays an important role in student achievement. In addition, According to Brown in Ningrum et al., 2017, intelligence is undoubtedly correlated with every aspect of our lives. One of them as we know is success in the field of education institutions, student achievement is related to high intelligence (Ningrum et al., 2017). According to Detterman & Daniel, 1989 in Pratama, 2015 said that students who got

high scores had intelligence quotient scores also high and vice versa. Students with high intelligence will have higher learning achievement than intelligent students with low. Students with high intelligence quotient will easier to catch subject matter in progress learning compared to students with low intelligence quotient. Learning process goodwill directs students to achieve good learning achievement, so the consequence of a high intelligence quotient is learning achievement tall (Pratama, 2015).

Based on preliminary research conducted at SMPN 4 Bukittinggi on 5, 9, and 10 October 2023, through reading test scores and documentation of students' intelligence scores, this research revealed problems. The first problem identified was that some students had high intelligence quotient scores but low English reading achievement. Second, it was found that some students with low intelligence quotient scores had high English reading achievement. The students' reading scores obtained came from the results of reading tests given by researchers. The reading questions given by the researcher were adopted from the existing class VIII ruang guru questioning. Nine students were selected from 125 class VIII students who experienced problems according to the objectives of this research. Based on the explanation above, this study discussed the Analysis of Students' Reading Achievement Based on Their Intelligence Quotient Grade VIII SMPN 4 Bukittinggi.

RESEARCH METHODE

This research used qualitative research methods. The participants in this research were 9students from grade VIII who were selected based on the purpose of this research. According to Abdussamad, 2021, research participant is someone who is facing a social situation and is involved in the situation being researched even though all situations are not always the same but exist groove similarity. Data collection was carried out through interviews and observation checklists. According to Syahril, 2016, the interview is a conversation with a specific purpose carried out by two people parties, namely the interviewer who asks questions and the interview who answers those questions (Syahril, 2016). According to Herdiansyah in Murdiyanto, 2020, observation is an activity or process that sees, observes observes, and records behavior systematically for a specific purpose (Murdiyanto, 2020). In this research, researchers used 15 questions and 8 indicators which will be analyzed to answer this research question.

RESULT AND DISCUSSION
Finding

This section aimed to answer the research questions. To find out the causal factors, there were some students whose IQ was high but their English reading achievement was low, and vice versa. From the interview results, it was found that the internal

factors were physiological, intelligence, talent, and interest. Meanwhile, the external factors found were the role of parents, teachers, learning media, infrastructure, curriculum, school time, and mass media. To support the interview results, researchers also conducted observations checklist on students by examining 8 aspects of indicators. From the results of observations checklist conducted by researchers on students in class, it was found that the indicator that caused students to have high IQ but low English reading achievement was the first indicator, namely during teaching and learning activities students participated in carrying out learning tasks because this showed that 8 students answered "YES" and 1 student answered "NO". Then, in the third indicator, namely students could ask friends or teachers if they didn't understand the material or encountered difficulties because this indicator showed that 5 students answered "YES" and 4 students answered "NO", and in the fifth indicator, namely students carried out group discussions according to the teacher's direction, because this indicator showed that 7 students answered "YES" and 2 students answered "NO".

So this research found that the factors causing some students whose IQ was high but their English reading achievement was low and vice versa were Internal factors are as follows Physiological, Intelligence, Talent, Interest, During teaching and learning activities students participate in carrying out learning tasks, Students can ask friends or the teacher if they do not understand the material or encounter difficulties, Students conduct group discussions as directed by the teacher. External factors are as follows The role of parents, Teachers, Learning media, Infrastructure, Curriculum, School time, Mass media. So the answer to this research question is a combination of the results of interviews conducted by researchers supported by the results of observations checklist.

Discussion

Based on the findings obtained, it was revealed that there were several factors that caused students IQ to be high but their English reading achievement to be low and vice versa. Based on the results of interviews and observations checklist, there were internal, namely physiological, intelligence, talent, interest, students activeness in the learning process. and external factors, namely the role of parents, teachers, learning media, infrastructure, curriculum, school time, and mass media. Apart from that, it turned out that the factors causing students high IQ but low English reading achievement and vice versa were not only internal and external factors but also students activeness in the learning process.

The research findings stated that there were factors that caused high and low students English achievement and vice versa, in line with House's (2002) theory in Hasanah (2019) regarding the categories of factors that influenced students' English achievement, which consisted of internal factors and external factors. Internal factors included health conditions, motivation, talent, interests, things that came from within students and their minds. Meanwhile, external factors included the relationship

between parents and students, economic conditions, home conditions, school infrastructure, teachers, and mass media.

Based on the results of previous research and the results of this research, it can be concluded that the factors causing students' IQ to be high but their English achievement is low and vice versa, namely internal factors are physiological, intelligence, talent, interest, students' activeness in the learning process. and the external factors are the role of parents, teachers, learning media, infrastructure, curriculum, school time, and mass media.

CONCLUSION

Based on the results of research and data analysis regarding the factors that cause students with high Intelligence Quotient (IQ) to have low English reading achievement and vice versa for 9 students in class VIII A, B, C and D at SMPN 4 Bukittinggi. From the research results, in general, two factors were obtained that caused students with high intelligence to obtain low English reading achievement and vice versa, namely internal factors and external factors as well as student activities in the learning process in class. Internal factors in this research are Physiological, Intelligence, Talent, Interest, During teaching and learning activities students participate in carrying out learning tasks, Students can ask friends or the teacher if they do not understand the material or encounter difficulties, Students conduct group discussions as directed by the teacher. External factors in this research are the role of parents, teachers, learning media, infrastructure, curriculum, school time and mass media.

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