

The Influence of English IQ On Students' Speaking Performance For Marketing Outcomes

Mohammad Noor Khairullah¹ & Kurniawan Yunus Ariyono²

^{1,2} Institut Teknologi dan Bisnis Widya Gama Lumajang

E-mail: mohnoorkhairullah@gmail.com¹, Ariyonoary45@gmail.com²

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ABSTRACT

One principal use of language is to communicate meaning, but it is also to establish and maintain relationship. There are the different purposes in speaking skill and the implementation on speaking in activity. First, speaking for casual conversation, have purposes may be to make social contact with people, to establish rapport. Speaking in discussion with someone, the purposes may be to seek or express opinions, to persuade someone about something or to clarify information. Intelligence is very important to know how far the students receive the material of lesson and everything which they learn. English Intelligence contributes no more than 20% in determining the success of someone in their life, while the other 80% is filled by other factors. This study is intended to know the correlation of students' English Intelligence correlate with speaking achievement of students at the first semester in the English for Business lecturing of Management Department Widya Gama Lumajang in Academic Year 2024/2025. The research design of this study is correlation design since it used statistical measurement for the data analysis to describe the relationship between two variables. The data is analyzed by using Pearson-Product Moment formula. The population of this research is all of students at the first semester in English for Business class, they are divided into 10 classes. The result of this study is the correlation of students' English Intelligent on students' speaking performance for marketing outcomes is weak correlation with coefficient correlation 0.220.

ABSTRAK

Salah satu penggunaan utama bahasa adalah untuk mengkomunikasikan makna, tetapi juga untuk membangun dan memelihara hubungan. Ada beberapa tujuan yang berbeda dalam keterampilan berbicara dan penerapannya dalam aktivitas berbicara. Pertama, berbicara untuk percakapan biasa, memiliki tujuan untuk melakukan kontak sosial dengan orang lain, untuk membangun hubungan. Berbicara dalam diskusi dengan seseorang, tujuannya mungkin untuk mencari atau mengungkapkan pendapat, membujuk seseorang tentang sesuatu atau untuk mengklarifikasi informasi. Kecerdasan sangat penting untuk mengetahui sejauh mana siswa menerima materi pelajaran dan segala sesuatu yang mereka pelajari. Kecerdasan Bahasa Inggris memberikan kontribusi tidak lebih dari 20% dalam menentukan keberhasilan seseorang dalam kehidupannya, sedangkan 80% lainnya diisi oleh faktor-faktor lain. Penelitian ini bertujuan untuk mengetahui korelasi antara kecerdasan Bahasa Inggris mahasiswa dengan prestasi berbicara mahasiswa pada semester pertama dalam perkuliahan English for Business di Jurusan Manajemen Widya Gama Lumajang Tahun Ajaran 2024/2025. Desain penelitian dari penelitian ini adalah desain korelasi karena menggunakan pengukuran statistik untuk analisis data untuk menggambarkan

hubungan antara dua variabel. Data dianalisis dengan menggunakan rumus Pearson-Product Moment. Populasi dari penelitian ini adalah seluruh mahasiswa semester pertama di kelas Bahasa Inggris untuk Bisnis, yang terbagi dalam 10 kelas. Hasil dari penelitian ini adalah korelasi antara kecerdasan bahasa Inggris mahasiswa dengan kinerja berbicara mahasiswa untuk hasil pemasaran adalah korelasi yang lemah dengan koefisien korelasi sebesar 0,220.

1. Background

Currently, developing countries such as Indonesia are facing various challenges in the field of education and teaching. One of the main problems affecting the younger generation today is what is known as “split personality”—an imbalance between rational thinking and emotional awareness. This imbalance can be seen in highly educated individuals who still have difficulty regulating their emotions and are easily influenced by their surroundings, which sometimes leads to involvement in negative behaviors such as juvenile gang violence. On a broader scale, most language learners around the world study English with the goal of achieving proficiency in speaking. Speaking has various functions, each of which requires specific communicative competencies. Language plays a vital role in human life, as people often depend on others for help, which cannot be obtained passively. Through verbal communication, a person can actively seek and receive support. In this case, language functions as a tool for interaction between individuals, and becomes truly meaningful when conveyed through verbal communication. As a result, mastering speaking skills enables individuals to understand and use language more quickly and effectively.

According to Spolsky (1998, p. 3), although the primary function of language is to convey meaning, language also plays an important role in building and maintaining interpersonal relationships. Speaking, as a skill, can have different purposes depending on the context in which it is used. For example: a) Participating in casual conversation often aims to foster social interaction or create a sense of familiarity and connection with others. b) Participating in a discussion, on the other hand, may aim to express views, convince others of a particular point of view, or clarify certain ideas (as cited in Azhari, 2007).

English plays a significant role in this study because it is a global language used in many countries and serves as a tool for accessing various information directly from native speakers. Thanks to its international status, English enables individuals to communicate and connect with people from all over the world (Ashari, 2005, p. 1).

According to Bloomfield (as cited in Sutikno, 1995), English has widespread global use and functions in various fields such as international trade, diplomacy, science, cultural exchange, and education.

Learning a new language, especially English, involves more than just learning grammar rules and memorizing vocabulary; it also requires the development of communication skills. Many students find English challenging and feel that it adds pressure to their learning experience. In this context, teachers play a crucial role in simplifying the learning process. Educators are expected to design effective teaching strategies to help students become more comfortable using English in everyday communication. Instead of focusing solely on mastering grammatical structures, students should be encouraged to prioritize fluency and practical use of the language. As emphasized by Diller (1978, p. 19), language is fundamentally a spoken language, not a written one.

Based on the explanation above, a student’s ability to speak English is influenced by both skill and Intelligence Quotient (IQ). Additionally, a learner’s capacity to express themselves in English is also affected by internal psychological factors, particularly emotions. While IQ is generally considered to be innate from birth, it can still be shaped by external factors such as environment, life circumstances, and interpersonal relationships. According to Binet (1905), the intelligence scale he developed was intended to identify students who required additional support in coping with academic demands. In the context of teaching and learning, student performance is shaped by both internal and external influences. External influences include aspects of a student’s environment—such as family background, financial stability, peer relationships, and adaptability to social surroundings. The American Psychological Association (1989) reported that while genetic factors play a significant role in shaping intelligence, environmental conditions are also essential, and both work interactively in the development of cognitive potential. Internal factors, on the other hand, are those originating from within the learner, including their emotional state and their ability to integrate knowledge and apply skills effectively. As defined

by Wikipedia (2010), Intelligence Quotient (IQ) is a numerical score derived from standardized tests aimed at assessing an individual's cognitive abilities relative to their age group. It's important to note that intelligence levels vary across different stages of life, and each individual possesses a unique set of cognitive capabilities.

Mingroni (2007) notes that certain scholars argue contemporary education systems have increasingly focused on IQ testing, which may result in elevated test scores without reflecting a genuine increase in intellectual capacity.

Cognitive intelligence plays a crucial role in the educational process, as it represents a core aspect of human capacity linked to academic performance. Numerous individuals have explored the concept of intelligence and its impact on students' success. Intelligence is typically assessed through IQ (Intelligence Quotient) tests, originally introduced by Binet and Simon. These assessments evaluate a range of cognitive abilities that are often strong indicators of academic outcomes—particularly in areas such as speaking proficiency. As reported by Lightbown et al. (1999, p. 52), various studies over the years have employed different IQ testing tools and language learning assessments, consistently showing that IQ scores serve as reliable predictors of learners' potential success. According to the American Psychological Association (1995), IQ assessments are considered fair in forecasting educational success, as they show similar predictive validity for both individuals of African and European ancestry (as cited in Yulianti, 2010).

A high Intelligence Quotient (IQ) does not necessarily ensure greater academic success for a student. Lightbown et al. (1999, p. 53) argue that intelligence—particularly as assessed through verbal IQ tests—can significantly influence learning activities that emphasize language analysis and the understanding of linguistic rules. However, in classroom settings where the primary focus is on communicative and interactive learning, the role of intelligence may be less prominent.

Based on the explanation above, this research aims to determine the extent to which English-related IQ influences students' speaking performance, particularly in relation to marketing outcomes among first-year business English students. The participants consist of 198 students, distributed across 10 classes, each containing between 34 to 54 learners. The data gathered includes measurements of students' speaking intelligence as well as observations of their daily

activities, focusing on their habitual use of English in both classroom interactions and everyday conversations.

2. Review of Related Literature

a. English

Developing proficiency in speaking is often considered the most essential component of acquiring a second or foreign language. Achievement in language learning is typically assessed by one's capacity to engage in verbal interaction or participate in conversations using the target language (Nunan, 1991, p. 39; as cited in Ashari, 2005, p. 34).

In this study, the researcher aims to explore several components related to the concept of speaking, including its definition, various types, and influencing factors. In everyday life, speaking serves as a primary means of communication—used to express thoughts, convey messages, and engage in interactions with others—with the ultimate goal of ensuring mutual understanding. Speaking is widely regarded as the most crucial language skill (Ur, 1999, p. 120). According to Ur (1999), speaking tends to attract the most attention among foreign language learners. However, recent findings indicate that classroom environments often fail to support effective speaking instruction (Sinatra, 2009, p. 3).

In spoken communication, feedback from the listener is essential to ensure mutual understanding and to maintain effective interaction. Without clear communication, misunderstandings may arise, leading to discomfort or even strained relationships. Speaking plays a critical social role in creating a safe and comfortable environment, as difficulties in verbal interaction can lead to tension and disconnection. Little (1982, p. 3) explains that communication serves as a means to connect with others, express thoughts, ask questions, seek assistance, share information, persuade, explain ideas, and issue instructions. In many speaking classes, the learning environment is often passive, with teachers dominating the interaction. Teachers may lack creativity in delivering material and fail to actively engage students, resulting in minimal student participation. Learners often avoid taking speaking turns, frequently directing others to speak instead. Many students exhibit hesitation or shyness, making them unwilling to participate in oral activities. Speaking practice is often confined to written tasks rather than interactive verbal exercises.

As a result, teaching speaking skills remains a challenge for many English instructors. Despite performing well in other areas of English, students often appear reluctant or even anxious when asked to speak. Johnson and Swain (1998) suggest that this issue stems from the lack of meaningful communication in English instruction. Furthermore, students are rarely provided with authentic opportunities to use the language in real-life contexts. Information routines typically include repeated formats such as narration, description, instruction, forecasting, and decision-making.

Interaction routines may take the form of service-related exchanges, such as a job interview, or social interactions, like those occurring at a dinner gathering. Bygate (as cited in Ashari, 2005, p. 33) highlights the distinction between the transactional and interpersonal uses of language, noting that a key characteristic of spoken interaction is the ongoing process of negotiating meaning. Participants are continually involved in managing the flow of conversation—deciding who speaks, what is said, to whom, at what time, and on which topic.

b. Intelligence

Some individuals believe that "intelligence" and "Intelligence Quotient (IQ)" share the same meaning. However, these terms actually refer to distinct concepts. David Wechsler (1944) defined intelligence as an individual's ability to act purposefully, think logically, and adapt effectively to their surroundings. From this perspective, intelligence can be understood as a form of mental capacity involving rational thought processes. Because intelligence itself is not directly observable, it must be inferred from a person's real-life behavior that reflects rational reasoning. On the other hand, IQ—short for Intelligence Quotient—is a numerical value obtained through standardized intelligence testing tools. Therefore, an IQ score offers only a limited indication of an individual's cognitive capacity and does not capture the full complexity of human intelligence. As reported by the American Psychological Association (1995):

Each person varies in their capacity to comprehend complex concepts, respond effectively to their surroundings, learn from past experiences, apply logical reasoning, and solve problems through critical thinking. While these cognitive differences among individuals can be quite significant, they are not always consistent. A person's intellectual performance may fluctuate depending on the situation, subject area, or the

criteria used to assess it. The term "intelligence" is used to help make sense of and categorize this multifaceted range of human cognitive abilities.

Intelligence is a broad term that encompasses various mental abilities, including abstract thinking, comprehension, communication, reasoning, learning from experience, planning, and problem-solving. As Boeree (1996) explains, intelligence can be defined as an individual's ability to: (1) acquire knowledge through learning and understanding, (2) apply that knowledge to solve problems, and (3) perform abstract reasoning. Intelligence serves as a foundational asset for students in achieving academic success, particularly in areas such as oral communication skills. However, becoming an intelligent learner and improving speaking performance is not an effortless task—it cannot be achieved instantly. It demands strong motivation to speak English, focused attention, consistent effort, daily practice, perseverance, and a solid understanding of the learning process. In this journey, teachers play a crucial role in guiding students toward educational goals, especially in enhancing their speaking abilities, and in helping them build the necessary skills and competence in their academic pursuits. The essence of Intelligence Quotient (IQ) lies in the functioning of the brain. The brain, though only weighing about 1.5 kilograms or roughly 5% of total body weight, consumes over 30% of the body's energy resources. It houses between 10 to 15 billion neurons, each forming thousands of connections. Remarkably, the brain continues to grow and develop as long as it remains stimulated and active. On average, humans utilize only 4–5% of their brain's memory capacity, while individuals classified as geniuses may use up to 5–6%.

Intelligence Quotient (IQ) generally stabilizes around the age of three. It is shaped by hereditary factors from both the father's and mother's side, as well as influenced by adequate nutritional intake during early development. IQ is often considered relatively stable throughout life, unless it is affected by a decline in brain function due to aging or injury. Individuals with higher IQ levels tend to learn and comprehend information more easily. Conversely, a lower IQ can contribute to difficulties in the learning process, alongside other potential challenges such as physical health issues—like high fevers, fatigue, or illness—and emotional disturbances. Early indications of a child's intelligence typically emerge when the child begins to speak. This suggests a strong link between cognitive ability and language development.

For many years, Intelligence Quotient (IQ) has been utilized in both academic and military settings, particularly for purposes such as personnel selection and promotion within the military. IQ assessments are also commonly employed to evaluate an individual's level of cognitive competence. According to Wikipedia (2005), an Intelligence Quotient (IQ) represents a numerical result obtained through a series of standardized tests designed to assess a person's intellectual capacity relative to others in the same age group.

Susan Dunn (2006) describes Intelligence Quotient (IQ) as a numerical value representing an individual's apparent level of intelligence, calculated by multiplying the ratio of mental age to chronological age by 100. IQ serves as an indicator of a person's cognitive capabilities, including their capacity to learn, comprehend, and respond to unfamiliar situations. It also reflects one's ability to use reasoning effectively, apply acquired knowledge to influence their surroundings, and engage in abstract thinking, all of which are assessed through standardized testing methods that measure mental sharpness, logical reasoning, and analytical thinking skills.

According to Goleman (1995), many people commonly believe that Intelligence Quotient (IQ) is the key factor in determining an individual's success. This perspective implies that a high IQ score guarantees future achievement. However, several scholars, including Daniel Goleman himself, challenge this assumption. He argues that IQ accounts for no more than 20% of a person's success in life, while the remaining 80% is influenced by various other contributing factors (Azhari, 2005, p. 19).

Sternberg and Slater (1982) describe Intelligence Quotient (IQ) as goal-oriented and adaptive thinking or behavior. This interpretation suggests that IQ encompasses elements such as creativity, personality traits, character, acquired knowledge, and wisdom. Similarly, L. L. Thurstone proposed a classification of intelligence that includes various domains: verbal comprehension, numerical and mathematical reasoning, spatial or visual skills, logical thinking, cognitive engagement, and perceptual speed. In this framework, intelligence is often categorized into two primary types: Verbal Intelligence Quotient (VIQ) and Performance or Picture Intelligence Quotient (PIQ).

c. Marketing

The American Marketing Association (1960) defined marketing as the execution of business

functions that facilitate the movement of goods and services from producers to end consumers. However, marketing can also be understood as a series of actions that begin well before the production phase. In this context, numerous strategic decisions must be made prior to manufacturing, including choices related to the product design, target market, pricing, and promotional efforts. For instance, marketers may need to determine which products to develop, how those products should be designed or packaged, and what branding should be applied. A marketing strategy plays a vital role in the overall success of a business, particularly within its marketing operations. At its core, a marketing strategy is a well-structured, cohesive, and comprehensive plan that outlines specific marketing activities aimed at achieving a company's marketing goals.

In contemporary marketing, the Segmentation, Targeting, and Positioning (STP) framework has become a widely recognized strategic method. It ranks among the most frequently used models in marketing practice. Based on survey data, STP is considered the second most popular model, following only the well-established SWOT/TOWS analysis. This widespread adoption is a relatively modern development, as earlier marketing strategies tended to prioritize the product itself rather than customer needs. For instance, in the 1950s, the dominant marketing strategy focused on 'product differentiation'. One way to understand the sequence of marketing activities is by identifying core managerial functions within the process. These functions typically include analysis, planning, organization, execution, and evaluation. From this perspective, organizing emerges as a key component of marketing management. Furthermore, the evolution of marketing thought has produced five foundational concepts that inform the managerial approach to marketing, which include:

- 1) Production Concept
- 2) Product Concept
- 3) Selling Concept
- 4) Marketing Concept, and.
- 5) Social Marketing Concept

3. Method

This study employs a quantitative research approach, as it relies on statistical analysis to interpret the data. Specifically, it utilizes a correlational design to examine the relationship between two or more variables. The primary objective is to investigate the correlation between English intelligence and decision-making in

relation to marketing outcomes. To calculate the correlation coefficient, the researcher applies the Pearson Product-Moment formula (Mistar, 2006, p. 21). A population is defined as a group that shares at least one characteristic distinguishing it from others. The population in this study comprises all first-semester students enrolled in the English for Business course within the Management Department at Widya Gama Lumajang during the 2024/2025 academic year. These students are distributed across 10 different classes. A sample refers to a subset of individuals selected to represent the larger population for the purpose of data collection and analysis. In this study, the researcher adopts a cluster sampling technique, selecting 4 out of the 10 classes, with 25 students from those classes serving as the sample group.

Instruments are utilized as tools for gathering data. In this study, the researcher will employ several types of instruments to obtain the necessary information, including test documentation, questionnaire records, and a speaking performance assessment.

4. Research Finding

The purpose of this analysis is to examine the relationship between students' English IQ scores and their speaking performance. The data used in the analysis are organized and displayed in a table. To determine the correlation between the English IQ scores and speaking achievement, the researcher applies the Pearson Product-Moment correlation formula. The detailed calculation is presented as follows:

Correlations

		Intelligence	Speaking
Intelligence	Pearson Correlation	1	,220*
	Sig. (1-tailed)		,043
	N	62	62
English	Pearson Correlation	,220*	1
	Sig. (1-tailed)	,043	
	N	62	62

*. Correlation is significant at the 0.05 level (1-tailed).

Based on the results of the correlation analysis, the coefficient between students' English IQ and their speaking performance is 0.220. Referring to the interpretation guidelines, this value indicates a weak but statistically significant relationship. According to the statistical table, the critical value

at a significance level of $p < 0.05$ is 0.250. Since the obtained correlation coefficient exceeds this critical value, the relationship is considered significant. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. From this finding, it can be concluded that there is a statistically significant correlation between English IQ and speaking performance among students. This outcome also implies that the assumption stating only 20% of students' success in the first-semester marketing course at the Management Department of the Institute of Technology and Business Widya Gama Lumajang during the 2024/2025 academic year is influenced by English IQ, is not supported by the data.

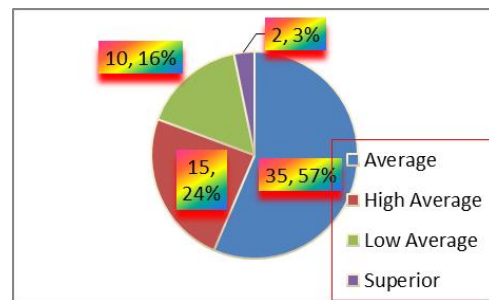


Chart 1 the Level of English IQ

Based on the pie chart illustrating students' English IQ scores, it can be inferred that the overall influence of English IQ on speaking performance related to marketing outcomes falls within the average range. A total of 35 students (57%) were categorized as having average English IQ levels, while 15 students (24%) were identified as having above-average scores. Additionally, 10 students (16%) demonstrated below-average IQ, and only 2 students (3%) were classified in the superior IQ category. These findings suggest that the majority of students possess a moderate cognitive ability in English, which provides them with the potential to complete their studies under serious academic conditions. To maintain their learning motivation—whether individually or collaboratively—they require ongoing support, including academic counseling and engagement from their parents.

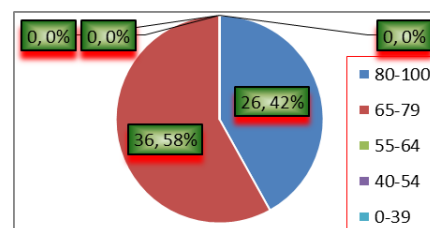


Chart 2. The Level of Students' Speaking Performance

Referring to the pie chart displaying students' speaking achievement scores, it can be inferred that English IQ moderately influences students' speaking performance in relation to marketing outcomes. A total of 36 students (58%) scored between 65–79, while 26 students (42%) achieved scores in the 80–100 range. No students fell into the lower score categories of 55–64, 40–54, or below 40 (0%). The average speaking score was 78, placing the students in the moderate proficiency range, corresponding to classification B. Based on these findings, it can be concluded that students need to further enhance their speaking abilities. This is especially important considering that English IQ has been identified as one of the contributing factors to success in speaking assessments.

Based on the correlation analysis between English IQ and speaking achievement, it can be concluded that there is a significant relationship between students' English IQ and their speaking performance. This finding indicates that the claim suggesting only 20% of the academic success of first-semester students in the marketing course at the Management Department, Institute of Technology and Business Widya Gama Lumajang, during the 2024/2025 academic year is influenced by English IQ, is not supported and must be rejected.

In conclusion, the results of this study indicate that English IQ has a significant overall effect on students' speaking performance. This suggests that English IQ serves as a meaningful predictor of speaking proficiency among first-semester students enrolled in the marketing course at the Management Department of the Institute of Technology and Business Widya Gama Lumajang for the 2024/2025 academic year. However, the strength of the correlation between English IQ and speaking achievement is relatively weak.

5. Discussion

In this study, the data were analyzed using the Pearson Product-Moment correlation technique, aiming to determine whether a significant relationship exists between the two variables. The results of the analysis indicate that there is a meaningful correlation between students' English IQ and their speaking performance among first-semester marketing students in the Management Department at the Institute of Technology and Business Widya Gama Lumajang during the 2024/2025 academic year. Based on the findings, the computed correlation coefficient (r) exceeds the

critical value listed in the correlation table, confirming statistical significance. Nevertheless, the strength of the correlation identified in this study falls within the low to moderate range.

From the finding above, the researcher can formulate the answer of the research problems of this study as follows:

Ho: The influence of English IQ on students' speaking performance for marketing outcomes at the first semester in the lecturing marketing of Management Department Institute of Technology and Business of Widya Gama Lumajang in Academic Year 2024/2025 is not significant.

Hi: There is the influence significantly between English IQ on students' speaking performance for marketing outcomes at the first semester in the lecturing marketing of Management Department Institute of Technology and Business of Widya Gama Lumajang in Academic Year 2024/2025.

The results of this study indicate that the correlation coefficient between students' Intelligence Quotient (IQ) and their speaking performance is 0.220, while the critical value is 0.250 at the 5% significance level ($\alpha = 0.05$). Since the calculated r -value does not exceed the critical value, the null hypothesis (Ho) is accepted and the alternative hypothesis (Hi) is rejected. This implies that the proposed hypotheses are not supported, and the independent variable—English IQ—does not show a statistically significant correlation with the dependent variable, which is speaking achievement.

This finding contrasts with the results of Setiowati's (2006) study titled Multiple Correlation of Students' Intelligence, Interest in Learning English, and English Achievement conducted at SMAN 1 Sekaran, Lamongan, which concluded that:

The study found a significant relationship between students' intelligence and their English performance, marked by a correlation coefficient of 0.25. Additionally, a notable correlation of 0.401 was identified between students' interest in learning English and their English achievement. Furthermore, the combined effect of intelligence and interest on English achievement yielded a multiple correlation coefficient of 0.42. All three coefficients exceeded the critical value of 0.232. Based on these results, the researcher concluded that both cognitive ability and

learning interest played a significant role in shaping students' English achievement at SMAN 1 Sekaran, Lamongan.

This finding is also inconsistent with the results of a study conducted by Ashari (2005), titled *Predictability of Students' Speaking Skill from Their Intelligence, Emotional Factors, and Interest*, which was carried out at the English Department of the Faculty of Teacher Training and Education (FKIP), Islamic University of Malang (UNISMA). In that study, Ashari stated that:

"The data of F-test (table) shows that the calculated F value is 3.904 with the significance value of F calculated is 0.014, which is smaller than alpha 5 % (0.05). Therefore H_a is accepted and H_o is rejected. The conclusion is that the hypothesis is accepted which means that the three independent variables simultaneously give significance influence to the dependent variable. Moreover, another indication of the acceptance of the hypothesis can be seen in how far the formed regression line model can explain the actual condition. To know how far the independent variable influence the dependent variable, R-square (R^2) analysis, also called determinant coefficient, is used. The Appendix 7 shows that R-square value is 0.203 or 20.3 %. It means that the dependent variable (Y) is simultaneously influenced by the independent variables (X_1), (X_2), (X_3) to the amount of 20.3 %, while the remaining 79.7 % is influenced by other independent variables not included in this research."

In this study he concluded that predictability Intelligence Quotient (IQ), Emotional Quotient (EQ) and interest are simultaneous significantly in students' speaking skill at English Department of FKIP of UNISMA.

The data analysis result F value is 0.220 and the critical value is 0.250 which is greater than α 0.05. Therefore H_o is rejected and H_i is accepted. It indicates that the Intelligence Quotient (IQ) variable (X_1) have moderate correlation significantly the students' speaking achievement (Y).

This research finding is also in line with the theory stated by Gardner (1984) who suggested that what we possess is not only intelligence but seven different intelligences. One of those is "Linguistic Intelligence". This is the Intelligence Quotient (IQ)

that gives us sensitivity to language, an ability to absorb and manipulate it skillfully and to be aware of shades of meaning.

Setiowati, (2006), in *Multiple Correlation of Students' Intelligence, Interest in Learning English and English Achievement at SMAN 1 Sekaran, Lamongan* stated that:

"The correlation between students' intelligence and their English achievement was significant with correlation coefficient 0.25. Meanwhile, the correlation between students' interest and their English achievement was significant with correlation coefficient 0.401. At last, multiple correlation of students' intelligence, interest in learning English and English achievement was also significant with correlation coefficient 0.42. The three correlation coefficients turn out to be higher than the critical coefficient, which was 0.232.

In this study she concluded that intelligence and interest in learning English influenced students' English achievement at SMAN 1 Sekaran, Lamongan.

Yuliati (2010). She studied about *The Predictive Power of the Students' Intelligence and Entrance Test Scores towards Their English Achievement at SMAN 1 Blitar*.

"The result of the analysis stated IV shows that F observed is 10.607, degrees of freedom (df) are 2 versus 110, and the probability (sig) is 0.000. Since F observed is 110.607 > 3.09 F_{table} with degrees of freedom (df) 2 versus 110, it can be concluded that the hypothesis is accepted, or in the other words, Entrance test scores and intelligence have significant influence simultaneously to the Students' English Achievement. The same with entrance test scores and intelligence are significant predictor to the students' English Achievement. It means that the hypothesis is accepted, or in the other words, entrance test scores and intelligence have significant influence simultaneously to the students' English Achievement. The result of the analysis of Beta Coefficient (β) that coefficient of $\beta_2 = .454 > \beta_1 = 0.193$. So, it can be concluded that the hypothesis is accepted, or in the other words, Entrance test has dominant influence to the English achievement. It means that the hypothesis is accepted, or in other words, entrance test has dominant influence to the students' English Achievement."

In summary, the finding of this study has shown that entrance test scores and intelligence have significant influence simultaneously to the students' English Achievement. In other words, intelligence and entrance test scores are significant predictors of the students' English Achievement scores. Moreover, entrance test scores have dominant influence to the English achievement scores.

6. Conclusion

Based on what had been discussed in chapter I to V, the researcher attempt to draw the conclusions of this research. The conclusion is presented in accordance to the problem, purpose and the hypothesis of this research.

The hypothesis of the research, English IQ has weak influence significantly at Intelligence in speaking as the students' soft skill in the students at the first semester in the lecturing marketing of Management Department Institute of Technology and Business of Widya Gama Lumajang in Academic Year 2024/2025 is accepted and H_0 is rejected. Based on the objective of the study, which is to analyze whether there is significant correlation between students' English IQ and speaking achievement. The researcher has several conclusions as follows:

The researcher hypothesizes (H_1) saying that, "There is dominant correlation between English IQ on students' speaking performance for marketing outcomes of the students at the first semester in the lecturing marketing of Management Department Institute of Technology and Business of Widya Gama Lumajang in Academic Year 2024/2025". This hypothesis is changed into a null hypothesis (H_0) saying, "The influence of English IQ on students' speaking performance for marketing outcomes at the first semester in the lecturing marketing of Management Department Institute of Technology and Business of Widya Gama Lumajang in Academic Year 2024/2025 is weak significant". The coefficient correlation between English IQ on students' speaking performance for marketing outcomes is 0.220 and the critical value at the table is 0.250. The conclusion, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.

7. Offering

Praise and thanks be to Allah SWT for the abundance of Blessings, Grace, Gifts and Ridhonya, the research team can complete the Research

Report entitled: "The Impact of English Intelligent Decision-Making on Product Marketing Outcomes"

This Research Results Report is prepared as a form of scientific accountability for research activities carried out by the Team Research Group of lecturers within the Widya Gama Lumajang Institute of Technology and Business.

This research was carried out based on the Decree of the Rector of the Widya Gama Lumajang Institute of

Technology and Business Year 2025 concerning the Appointment of Research Lecturers on Independent Research Activities and Groups of the Widya Gama Lumajang Institute of Technology and Business Year 2025.

On this occasion we would like to express our deepest gratitude to the Honorable:

- 1) Mrs. Rector of Widya Gama Lumajang Institute of Technology and Business who has given trust and support to researchers to conduct research on " The Impact of English Intelligent Decision-Making on Product Marketing Outcomes "
- 2) Mr. Vice Chancellor of Widya Gama Lumajang Institute of Technology and Business for the trust and support to researchers to conduct this research.
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