

CONSTRUING THE INTERLINK BETWEEN MULTIPLE INTELLIGENCE AND EXPLICIT VOCABULARY KNOWLEDGE: THE CASE OF INDONESIAN MADRASAH STUDENTS

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Abstract

Each person's have abilities or intelligences supporting factors in process of learning English Foreign Language. These are 9 types of intelligence formulated by Gardner. The research will be predict and know what this multiple intelligence components have relationship with to explicit vocabulary knowledge. This research problem: Is there any Correlation between Multiple Intelligence Components and Explicit Vocabulary knowledge? And if yes, which one of them is the better predictor for Explicit Vocabulary knowledge?. The researcher use descriptive quantitative method especially the multiple regression analysis. The population of the study is all eight grade students at MTs Salafiyah Merakurak Tuban that are 69 students. There are two instruments to take some data which is to adopt the form of several sources of Multiple Intelligence Survey (MIS) from Kenzie (1999) in Gardner theory and Vocabulary Quiz. The result of the study shows that R Square is 0.282, it is known that the value of R Square equals to 0.282, this implies that variables predictors has simultaneous contributed on dependent variable equals to 28,2 %. Practically, the researcher concludes that from the result on the study are Existential Intelligence and Interpersonal Intelligence more contributed and significant to Explicit Vocabulary Knowledge.

Keywords: Correlation, Multiple Intelligence, Explicit Vocabulary Knowledge

INTRODUCTION

Multiple intelligence theory was applied in educational literacy. The Multiple Intelligence is a basic where a person has the ability and the way to hone skills. Some abilities or Multiple intelligences components supporting factors in process of learning English Foreign Language. These are 9 types of intelligence formulated by Gardner with the following types; linguistic intelligence, body kinesthetic intelligence, spatial intelligence, musical intelligence, logical mathematics intelligence,

interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligence by Gardner (1983).

This multiple intelligence theory is useful for the field of education. This is very important to this study because it probable that multiple intelligencece are able to predict students 'ability to identify deeply in learning styles, talents possessed, strategies used to teach, redesign of the curriculum, and determination of students' assessment of their learning achievements by Armstrong et al. (2014). Then multiple intelligence theories to help a teacher in classifying or analyzing student intelligence that is owned in accordance with the field where it is used in learning and teaching that takes place.

According to Gardner (1983) defines that linguistic intelligence which is the ability to use language as a facility to understand the order and meaning of words. In this presentation Multiple Intelligence can be a predictor of vocabulary knowledge. So, the researchers examined more deeply that there is correlations between Multiple Intelligence and Explicit Vocabulary Knowledge.

The vocabulary knowledge that takes place is formed there are two ways or techniques in learning that are explicit and implicit in article of Rashidi & Gambari (2010). According to explicit learning has characteristics which are consciously involved in the learning process while without awareness of what has been learned this is called implicit learning. Back et al. (2002) stated that Explicit / intentional / direct is vocabulary knowledge which has the following technical contributions in its application. First, taking words in the learning directly and focusing on academic words. Second, divide and explain words using a dictionary. Third, specifically in aspects of language are phonology, morphology, syntax, semantics, and pragmatic. Fourth, provide learners with multiple exposures to each word. Fifth, provide many opportunities for meaningful, contextualized, practice using all of the languages modes.

The other supported argument from Ellis (1994), Explicit vocabulary knowledge is more about "out of context" from word lists, but it can also occur "in context". Example, seeing words in a dictionary and interpreting reading texts or repeating new words in the text after reading and rewriting the meaning of the text. So, the technique of synonymy, memorization, and guessing helps to explain the explicit vocabulary knowledge.

The researcher focuses on correlation in Multiple Intelligence and Explicit vocabulary learning. And than, Multiple Intelligence components as the better predictor to explicit vocabulary knowledge. Although, this study requires several other sources of research because of this study referring to previous research that has been conducted in which researchers focus more on multiple intelligence relationships and

explicit vocabulary knowledge. The main research question is broken down into three sub-questions:

- a) Is there any Correlation between Multiple Intelligence Components and Explicit Vocabulary Knowledge?
- b) If yes, which one of them is the better predictor for Explicit Vocabulary Knowledge?

METHOD

Design of this study is correlation research especially to multiple regression statistical analysis. Multiple regression analysis aims to determine whether or not the influence of two or more independent variables (predictors variable) on the dependent variable. In the concept there is a t test, F test and terminated coefficient. t test aims to determine whether or not there is a partial influence (alone given the independent variable (predictors variable) there is a dependent variable. F test aims to determine whether or not there is a simultaneous effect (together) given by the independent variable on the dependent variable.

The population of the study is all eight grade students at MTs Salafiyah Merakurak Tuban. Therefore, there were 69 students at MTs Salafiyah Merakurak Tuban. The 69 students are 34 students from 8A's class and 35 students from 8B's class. However, the researcher only takes all eight grade students that 35 male and 34 female. The researchers took samples of the eighth grade because the class was mid-grade so that the material in the seventh grade had been given before. Therefore the researchers did not take seventh and ninth grade because also the seventh grade was still in the early stages of learning English and the ninth grade received stabilization or focus on UNBK (computer-based national exams).

There are two stages to take some research data which is to adopt the form of several sources of Multiple Intelligence Survey (MIS) from Kenzie (1999) in Gardner theory and Vocabulary Quiz used by researcher.

Multiple Intelligence questionnaires

In order to identify the intelligence, the researcher used multiple intelligent survey/questionnaire was Gardner (2003) states that nine intelligence, the highest value of the three prominent traits of ninety questions was formulated in multiple intelligence. The researcher used MIS (Multiple Intelligence survey because the researcher get more information easily about intelligence every individual's student.

Of the nine intelligences, the highest value of three intelligences from ninety questions was formulated to determine intelligence in each personality. The true sign is that students feel more confident about the statements that have the test (they are more suited to the statements on the MI survey according to their personality).

The questionnaire was newly modified by the researcher with 90 items. The question use dichotomous questions. However, the types of scale are ranging from "yes" (1 point) "no" (0 point). The greater the total point, the intelligence is more prominent or stronger than other intelligence. The researcher also multiplied 10 points to create a graph so that the three largest can be seen in each intelligence. The firsts part 1-10 question of the questioners is Naturalist strength. The second part 11-20 question of the questioners is Musical strength. The third part 21-30 question of the questioners is Logical strength. The fourth part 31-40 question of the questioners is Existential strength. The fifth part 41-50 question of the questioners is Interpersonal strength. The six part 51-60 question of the questioners is Kinesthetic strength. The seven part 61-70 question of the questioners is Verbal strength. The eight part 71-80 question of the questioners is Intrapersonal strength. The ninth part 81-90 question of the questioners is Visual strength.

Table 1 - Score Item in Scale

No.	Alternative Answer	Score Item
1.	Yes	1
2.	No	0

Explicit Vocabulary Test.

In the form of this vocabulary test, researchers want to measure students' ability to quizzes with questions that will be answered by a multiple choice. The test uses multiple choices so that students easily assess the meaning of the word. Other words in multiple choices students can find out new vocabulary words, know the structure in the sentences, synonyms, and antonym. In the end they also memorized a lot of vocabulary. The researcher used test by self. The reason made students easily because student familiar with the word after the students drilling quiz every meeting in the classroom and more detail to memorize.

The multiple choice which is A, B, C, and D. Brown (2004) statement that multiple choices are administer easily and get scored to be quickly. In the vocabulary test is consisting of 20 items. the researcher scores for "correct answer" (1 point) and "incorrect answer" (0 point). And the researchers get numerical data. The result of the vocabulary test value that is the correct answer multiplied by one hundred and divided by the number of all answers to produce the vocabulary test value.

The researcher used group of the questions. The question number one until number twenty two is about close in meaning, number twenty three until forty is about antonym and number forty one until fifty is about understanding to the sentences.

Table 2 -Criteria of Quiz Vocabulary.

<u>Range</u>	<u>Criteria</u>
90% - 100%	Very Good
75% - 89%	Good
60% - 75%	Fair
<60%	Poor

Adopted from Coombe in Jacobs, Zingraf, Wormuth, Hartfiel, & Hughey (1981, p. 30).

The test or quiz of explicit vocabulary learning was displayed in appendix 3. The blueprint of questioner can be seen in the table.

Table 3 - Blueprint of Quiz Vocabulary.

<u>No.</u>	<u>Variable</u>	<u>Item in Quiz or Test</u>
1.	Closest in meaning/synonym	Q1,Q2,Q3,Q4,Q5,Q6, Q7,Q8,Q9,Q10, Q11, Q12,Q13,Q14,Q15,Q16, Q17,Q18,Q19,Q20,Q21, Q22.
2.	Closest in meaning/synonym	Q23,Q24,Q25,Q26, Q27,Q28,Q29,Q30,Q31, Q32,Q33,Q34,Q35,Q36, Q37,Q38,Q39,Q40.
3.	Understanding sentences	Q41,Q42,Q43,Q44,Q45, Q46,Q47,Q48,Q49,Q50.

In this study using two data analyzes, statistically and non-statistically. The researcher use statistic data non - static data to interpret the numeric data into meaningful word. The following were some processes in data analysis. First, the researcher checks the number of all the numbers in the answers to each of the Multiple Intelligence questions in each respondent. Second, give coding in each answer by creating a table so as to produce a graph to see which one of the respondents possesses the stronger. Before making a graph, researchers grouped

multiple intelligence questionnaires from 0 to 1 (take the answer "yes"). Finally the researcher tabulated an entire data.

The data is ready, researchers use the excel form to facilitate entering data into the SPSS analysis. Describe the numerical data in general in each variable where x these variables are Linguistic Intelligence (variable predictor 1), Logical mathematics (variable predictor 2), Visual (variable predictor 3), Musical (variable predictor 4), Kinesthetic (variable predictor 5), Interpersonal (variable predictor 6), Intrapersonal (variable predictor 7), Natural (variable predictor 8), Existential (variable predictor 9), and Explicit Vocabulary Learning (dependent variable).

To show the response results in each item, the researcher clarifies in each variable sub-section. Researchers used excel to record data. In the sub-variable of the data there is a good response and wrong response.

The last, shows the correlation in each independent variable and dependent variable. The results will prove which variables are positive or have other effects. This research technique uses multiple regressions to determine the relationship between variables. Describe analysis uses ANOVA tests (F tests) and correlation coefficient tests (t test). Researchers can make assumptions about how Multiple Intelligence (X1 to X9 variables) can correlate with Explicit Vocabulary.

The Hypotheses in this study were;

H1; there is significant correlation between Multiple Intelligence and Explicit Vocabulary.

Ho; there is no significant correlation between Multiple Intelligence and Explicit Vocabulary.

Based on the data analyzes, hypothesis is accepted if their F count > F table or level significant is under 0.005. It means H1 are accepted if their F count > F table, and if their F count < F table means H1 is rejected and Ho is accepted.

RESULTS

Descriptive statistics from this study can be obtained through SPSS. Which results from the data through the menu analysis process with the description display in SPSS, the results of SPSS can be seen in the table 1.1 from the table shows one questionnaire in which there are 9 predictors variables and one is dependent variable.

It shows the range score starts from mean the naturalistic intelligence have 6.5217, the musical intelligence has 5.4348, the logical have 6.1304, the existential have 7.0870, the interpersonal have 6.8986, the kinesthetic 7.246, the Verbal have 5.4058, the intrapersonal have 7.1159, the visual intelligence have 5.8986, the Explicit Vocabulary have 85.1304. So, the largest of mean in the nine predictor's variables is Kinesthetic Intelligence.

Table 4 - Descriptive Statistics of 9 Variables and dependent variable
Descriptive Statistics

	Mean	Std. Deviation	N
Explicit Vocabulary Learning	85.1304	7.29608	69
Naturalistic	6.5217	1.53017	69
Musical	5.4348	1.80260	69
Logical	6.1304	1.58033	69
Existential	7.0870	1.79656	69
Interpersonal	6.8986	1.46674	69
Kinesthetic	7.2464	1.53782	69
Verbal	5.4058	1.65671	69
Intrapersonal	7.1159	1.60455	69
Visual	5.8986	1.89539	69

From the description statistic, the result of the SPSS about R Square is 0.282. However, based on the output above, it is known that the value of R Square is equal to 0.282, this implies that the effect of predictors variable simultaneously on dependent variable is equal to 28,2 %.

Table 5 - R Square of simultaneously

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531 ^a	.282	.173	6.63561

a. Predictors: (Constant), Visual, Interpersonal, Kinesthetic, Intrapersonal, Existential, Naturalistic, Musical, Logical, Verbal

Based on the output above, it is known that the significance values for the effects of predictors variabel simultaneously on dependent variabel are equal to $0.014 < 0.05$ and the value of F count $2.579 > F$ table 2.04, so it can be concluded that it is accepted which means there are influences of predictors variabel simultaneously on dependent variabel.

Table 6 - ANOVA F count

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1021.979	9	113.553	2.579	.014 ^b
	Residual	2597.848	59	44.031		
	Total	3619.826	68			

a. Dependent Variable: Explicit Vocabulary Knowledge

b. Predictors: (Constant), Visual, Interpersonal, Kinesthetic, Intrapersonal, Existential, Naturalistic, Musical, Logical, Verbal

Data about students Multiple Intelligence score was divide into nine component. Existential Intelligence in one of predictor variables have equal to $0.001 < 0.05$ and the value of t count $3.356 > t$ table 2.001, it means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that in simultaneous correlation analysis there is significant.

And the other variables in Interpersonal intelligence have result that is equal to $0.049 < 0.05$ and the value of t count $2.014 > t$ table 2.001, it means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that in simultaneous correlation analysis there is significant. However, in the other study have the assuming that is verbal intelligence more contribute the Explicit Vocabulary Learning but in the study result is the t count $-1.541 < t$ table 2.001, it means that null hypothesis (H_0) was accepted and alternative hypothesis (H_a) was rejected. It means that in simultaneous correlation analysis there is not significant.

Naturalistic Intelligence is known that the significant value for the effect of variable 1 on dependent variable is equal to $0.885 > 0.05$ and the value of t count $-0.146 < t$ table 2.001, so that it can be concluded that H_0 is accepted which means there is not significant of predictors variable 1 on dependent variable.

Musical Intelligence is known that the significant value for the effect of variable 2 on dependent variable is equal to $0.031 < 0.05$ and the value of t count $-2.213 < t$ table 2.001, so that it can be concluded that H_0 is rejected which means there is significant of variable 2 on dependent variable but negative.

Logical Intelligence is known that the significant value for the effect of variable 3 on dependent variable is equal to $0.982 > 0.05$ and the value of t count $0.022 < t$ table 2.001, so that it can be concluded that H_0 is accepted which means there is not significant of variable 3 on dependent variable.

Kinesthetic Intelligence is known that the significant value for the effect of variable 6 on dependent variable is equal to $0.319 > 0.05$ and the value of t count -

1.005 < t table 2.001, so that it can be concluded that H0 is accepted which means there is not significant of variable 6 on dependent variable.

Intrapersonal Intelligence is known that the significant value for the effect of variable 8 on dependent variable is equal to 0.478 > 0.05 and the value of t count 0.715 < t table 2.001, so that it can be concluded that H0 is accepted which means there is not significant of variable 8 on dependent variable.

Visual Intelligence is known that the significant value for the effect of variable 9 on dependent variable is equal to 0.265 > 0.05 and the value of t count 1.125 < t table 2.001, so that it can be concluded that H0 is accepted which means there is not significant of variable 9 on dependent variable.

Table 7- Coefficients Correlation

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
Model		B	Std. Error			
1	(Constant)	74.313	6.094		12.195	.000
	Naturalistic	-.095	.655	-.020	-.146	.885
	Musical	-1.250	.565	-.309	-2.213	.031
	Logical	.015	.668	.003	.022	.982
	Existensial	1.729	.515	.426	3.356	.001
	Interpersonal	1.313	.652	.264	2.014	.049
	Kinesthetic	-.601	.598	-.127	-1.005	.319
	Verbal	-1.000	.649	-.227	-1.541	.129
	Intrapersonal	.416	.582	.091	.715	.478
	Visual	.616	.548	.160	1.125	.265

a. Dependent Variable: Explicit Vocabulary Knowledge

Table 8 - Minimum, Maximum and Mean in Multiple Intelligence Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	73.9395	93.6162	85.1304	3.87674	69

Residual	- 11.71906	.00000	6.18091	69	
	17.29869				
Std. Predicted Value	-2.887	2.189	.000	1.000	69
Std. Residual	-2.607	1.766	.000	.931	69

a. Dependent Variable: Explicit Vocabulary Knowledge

In the existing diagram result the hypothesis is accepted only two variables namely existential intelligence and interpersonal intelligence. There are other variables that are significant but negative that is musical intelligence.

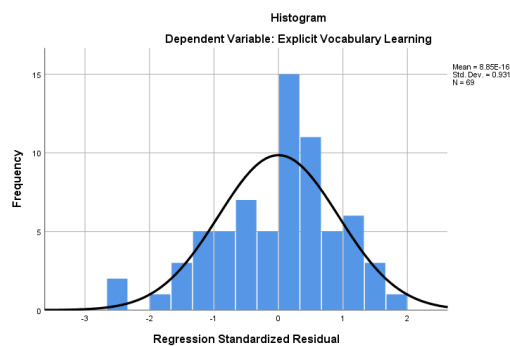


Figure 1.1 Explicit Vocabulary Knowledge

In describing a data that is relationship between nine predictor's variables with dependent variable. So, it is illustrated that the normality test occurs in reference to Shapiro-Wilk. In Shapiro-Wilk explained that from the student respondents' data in the statistics of multiple intelligence was 0.177 of 69 students.

Table 9 - Normality Test of despondence's Multiple Intelligence and Explicit Vocabulary Knowledge.

One-Sample Kolmogorov-Smirnov Test

		Unstand ardized Residual
N		69
Normal Parameters ^{a,b}	Mean	.0000000
	Std.	6.180909
	Deviation	40

Most Extreme Differences	Absolute	.097
	Positive	.043
	Negative	-.097
Test Statistic		.097
Asymp. Sig. (2-tailed)		.177 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the following SPSS output table, it is known that Asymp significance value. sig (2-tailed) of 0.177 greater than 0.05. Then according to the basis of the decision making for the Kolmogrov-Smirnov normality test above, it can be concluded that the data is normally distributed. Thus, the assumptions or requirements for normality in the regression model have been fulfilled.

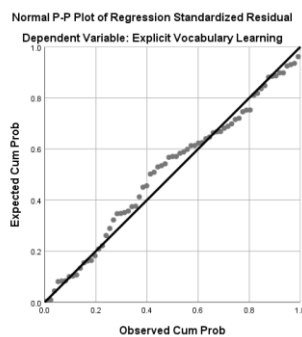


Figure 1.2 P-Plot of Respondents' Multiple Intelligence

DISCUSSION

In this research discusses about the relationship among predictors variable and dependent variable and which one the better predictors to dependent variable. For ninth component variables result three significant correlations with Explicit Vocabulary. The three significant that is existential intelligence, interpersonal intelligence and the significant in negative area is musical intelligence.

The better predictor is existential intelligence and interpersonal intelligence. The musical intelligent for explicit vocabulary, the result have not rejected or correlated but the negative significant. The result other intelligences for explicit vocabulary are natural intelligence, logical intelligence, verbal intelligence, kinesthetic intelligence, intrapersonal intelligence, visual intelligence. These are not significant and null hypothesis (H0) was accepted and alternative hypothesis (Ha) was rejected.

In the data of result, This existential ability can develop or increase understanding in vocabulary and the preparation of vocabulary in making sentences.

The researchers conclude that if students in the Madrasah (Islamic school) are more likely to use existential intelligence to obtain in learning explicit vocabulary.

Existential intelligence can be very likely to be related to an explicit vocabulary knowledge because there are many students from Madrasah students who like religion and think deeply. So in this case, it can be concluded that each such school or Madrasah tends to have the ability to existential intelligence.

The other second better prediction is interpersonal intelligence which in Indonesian curriculum has several evidences in the learning process using interpersonal intelligence. Interpersonal intelligence is used by teachers when students receive material that they can then collaborate with colleagues for discussion. There is interaction with each other in the learning. It is no stranger that further predictions are indeed interpersonal intelligence which already exists in the curriculum or learning process in Indonesia, especially K-13. According to (Finvoc; 2003) In relation to this, interpersonal intelligence and reading activities are closely related to individual learning styles. The teacher has a way of understanding and treating students in his class so the teacher is demanded to significantly influence the mindset, achievements and characteristics of his students. Then the teacher can help students use a combination of intelligence in themselves with the aim of learning their abilities well. Teacher and society trust is needed by them in learning.

The third result predictor is musical intelligence. In the other research from Zarei and Afshar (2014) musical, verbal, visual, kinesthetic and natural intelligence made significant contribution to predicting vocabulary knowledge. However, in this study also supported by other studies such as research with multiple intelligence titles as predictions of reading comprehension and vocabulary knowledge.

All of them the result to discribe that is existential and interpersonal intelligence better prediction to relationship with explicit vocabulary but the other statement by Zarei and Afshar (2014) that is verbal intelligence correlated to vocabulary knowledge. Supported to Gardner defines verbal/linguistic intelligent better prediction because the ability use language as a means to understand the order and the meaning of words.

CONCLUSION

Practically, the researcher concludes that from the result on the study are Existential Intelligence and Interpersonal Intelligence more significant contributed to Explicit Vocabulary Knowledge in the Madrasah because the background of the school is religious learning. Any other reason, the students like sociality and discuss with other friends when they were doing assignment and task. The other study, the verbal intelligence contributed to development language for students. However the result these studies, the verbal intelligence can't be contribution to Explicit Vocabulary

because the skill can't be practice in other place only in the class and the students open the dictionary if they are study on English Language.

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