

**THE CORRELATION BETWEEN LINGUISTIC INTELLIGENCE AND
ENGLISH ESSAY WRITING ABILITY OF THE SIXTH SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF
SRIWIJAYA UNIVERSITY**

A Thesis by

Natalia Indah Sari

Student Number: 06011181520012

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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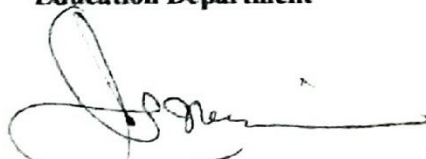

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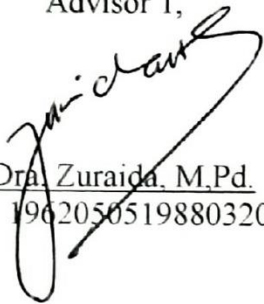
ABSTRACT

Linguistic intelligence is individual's ability of understanding and using languages to achieve goals both in forms of written and spoken language. People with linguistic intelligence are good at writing, and they have sensitivity to structure (syntax), vocabulary, cadence, and literary tools. However, the focus of this study was linguistic intelligence that covered structure, syntax, and vocabulary ability. This study aimed at investigating (1) the correlation between students' linguistic intelligence and English essay writing ability, (2) the contribution of students' linguistic intelligence to English essay writing ability, (3) the correlation between students' structure, syntax, and vocabulary ability and English essay writing ability, and (4) the contribution of students' structure, syntax, and vocabulary ability to English essay writing ability. Correlational design was applied to conduct this study. The population was the sixth semester students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University (N=72) who were selected by applying total sampling technique. The data were collected through linguistic intelligence questionnaire, English essay writing test, and structure, syntax, and vocabulary test. Pearson Product Moment Correlation Coefficient was used to analyze the data. The results yielded that there was no significant correlation between students' linguistic intelligence and English essay writing ability with the ρ -value $0.570 > 0.05$ in the significant level 5% (2-tailed). Then, there was a weak significant positive correlation between students' structure, syntax, and vocabulary ability and English essay writing ability with the ρ -value $0.031 < 0.05$ in the significant level 5% (2-tailed). Finally, students' structure, syntax, and vocabulary ability contributed 5% to their English essay writing ability.

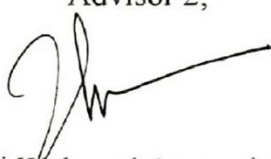
Keywords: *linguistic intelligence, English essay writing ability, structure, syntax, vocabulary ability*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

Writing English is one of the productive language skills that must be learnt by students especially for college students. They are required to do many tasks through writing, such as writing articles, essays, and academic papers. Moreover, the awareness of how writing is important is stated by the expert as Harmer (2004) mentions that writing is used to encourage students to focus on using accurate language, writing is utilized for reinforcing language, writing is useful for preparation of several activities, writing is used in several activities in which the focus is on language training, action, or speaking, and writing is utilized in the types of questionnaire activities. Furthermore, writing is one of the important language skills that must be mastered by students. However, since English is not native language in Indonesia, many foreign language learners (EFL) find problems to write in English. Rahmatunisa (2014) found that the problems faced by Indonesia EFL learners in writing argumentative essay were divided into three categories; linguistics problems, cognitive problems, and psychological problems. Here, cognitive problem was related to the individual's intelligence.

For some students, writing is challenging because it needs several processes. Hogue (2008) states that writing is not merely sitting and talking in a piece of paper, but it also involves thinking, planning, writing, and revising in order to get good writing. Besides, Harmer (2007) mentions that there are many things that are included in writing skill, for instance checking language uses (grammar, vocabulary, linker), punctuation, layout, spelling, and nonessential replication of words or information, deciding on the information for any paragraph and the order of the paragraph, noting down varied ideas, selecting the best inclusion ideas, and

writing a clean copy of the corrected and rough versions. From the steps above, it is inferred that writing is a complex process.

Regarding to the complexity of writing explained above, individual's intelligence may affect students' English argumentative essay writing ability. According to Albus (1991, p. 2), "intelligence is defined as that which produces successful behaviour. Intelligence is assumed to result from natural selection". In addition, Gardner (1983) states that intelligence is a capacity in solving troubles or creating productions that are worth in cultural settings. It means that intelligence may support students' success in learning. Besides, Ningrum and Wibowo (2017) found that there was any significant correlation between intelligence and writing achievement of EFL learners. It means that the students who have high intelligence may have good quality of writing.

Gardner (1983) mentions initially there are seven intelligences. Those are linguistic intelligence, logical-mathematical intelligence, musical intelligence, spatial intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. Next, the naturalist intelligence and existential intelligence are also included as addition intelligences. Each person possesses all those intelligences, but people may only dominant in some intelligences, so that it is natural to realize that people are different of each other since it is influenced by their own combination of intelligences to face the problems.

Furthermore, Ellis (1985) states that the general factors influencing second language learning are age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality. In addition, Hidayatullah (2013) found that the factors influencing students' learning achievement come from internal and external factors. The internal factors consisted of cognitive factors, affective factors, and psychomotor factors. Meanwhile, the external factors consisted of family environment and school environment. The internal factor contributed 70%, and the external factor contributed 30% to students' learning achievement. Linguistic intelligence was considered as one of the cognitive factors influencing students'

learning since the students who had linguistic intelligence would have a wider range of knowledge. This study focuses on linguistic intelligence factor that influences students' learning especially in argumentative essay writing.

Linguistic intelligence belongs to multiple intelligences theory proposed by Gardner in 1983. It is a theory that discusses the capacity to use language. Baum, Viens, and Slatin (2005) state that linguistic intelligence is the capability to use languages to express to other and to understand from others. Then, according to Hoerr (2000, p. 3), "Linguistic intelligence consists of sensitivity to structure and syntax, vocabulary, rhythm and cadence, and literary tools (e.g., alliteration)." Those definitions are matching with English writing skill in which writing skill requires the students to have the ability in understanding language use, such as structure, syntax, and vocabulary. Besides, Hoer, Boggeman, and Wallach (2010) describe that one of the characteristics of people who have high linguistic intelligence is good at writing. It shows that the relationship between linguistic intelligence and English essay writing ability exists.

Ahmadian and Hosseini (2012) reported research entitled "The Relationship between Iranian English Learners' Linguistic Intelligence and their Writing Ability, and Writing Assessment Criteria". The finding showed that there was any significant correlation between participants' linguistic intelligence and their writing performance. Then, among the five writing criteria (content, organisation, language use, vocabulary, and mechanics), vocabulary had the higher relationship with linguistic intelligence. In relation to that, the writer was interested to investigate the correlation between linguistic intelligence and English essay writing ability. Thus, this study entitled "**The Correlation between Linguistic Intelligence and English Essay Writing Ability of the Sixth Semester Students of English Education Study Program of Sriwijaya University.**"

1.2 Problems of the Study

The problems of this study were:

1. Was there any significant correlation between linguistic intelligence and English essay writing ability of the sixth semester students of English Education Study Program of FKIP Unsri?
2. Was there any significant contribution of linguistic intelligence to English essay writing ability of the sixth semester students of English Education Study Program of FKIP Unsri?
3. Was there any significant correlation between structure, syntax, and vocabulary ability and English essay writing ability of the sixth semester students of English Education Study Program of FKIP Unsri?
4. Was there any contribution of structure, syntax, and vocabulary ability to English essay writing ability of the sixth semester students of English Education Study Program of FKIP Unsri?

1.3 Objectives of the Study

The objectives of the study were:

1. To find out whether or not there was any significant correlation between linguistic intelligence and English essay writing ability of the sixth semester students of English Education Study Program of FKIP Unsri.
2. To find out whether or not there was any significant contribution of linguistic intelligence to English essay writing ability of the sixth semester students of English Education Study Program of FKIP Unsri.
3. To find out whether or not there was any significant correlation between structure, syntax, and vocabulary ability and English essay writing ability of the sixth semester students of English Education Study Program of FKIP Unsri.
4. To find out whether or not there was any contribution of structure, syntax, and vocabulary ability to English essay writing ability of the sixth semester students of English Education Study Program of FKIP Unsri.

1.4 Significance of the Study

This study is expected to provide benefits for learners, teachers, lecturers, and institutions.

1. Students

In this study, the writer will share their linguistic intelligence scores. Thus, they will be more aware of their potential of linguistic intelligence they have, so they can develop it as a good ability to overcome writing difficulties especially argumentative English essay writing. Besides, the implementation of linguistic intelligence theory in English writing class is one of the strategies to keep students motivated in learning.

2. Teachers and lecturers

They can implement the linguistic intelligence theory in the English writing classroom as one of the strategies in teaching and learning process. They also can support and motivate their students to develop their linguistic intelligence by giving linguistic intelligence tasks, such as storytelling, tape recording, brainstorming, journal writing, and publishing in order to improve their English argumentative essay writing ability.

3. Institutions

They can facilitate the students and educators by providing teaching and learning tools (books, tapes, writing tools, paper and etc.) which are necessary for students to develop their linguistic intelligence in order to overcome the English essay writing difficulties.

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