**CHAPTER I**

**INTRODUCTION**

1. **The Background of the Research**

Grammar is the structure, rules, and meaning of words changing and combination with other words to make sentence. Every languages have different grammar. Based on Rodney Huddleston and Geoffrey K. Pulhum, grammars deals with the sentences’ form and the smaller units. Such as clauses, phrases and word.[[1]](#footnote-2) By mastering grammar of target language, especially English, it will be helpful in supporting the language students process in which in spoken or written language.

Students who are the native speakers of English have already knew about English grammar and how to use it properly. They recognize the sounds of English words, the meaning of those words, and the different ways to putting words together to make meaningful sentences. However, no matter ho good students in English they still need to learn how to transfer their knowledge of grammatical concept into spoken or written language.

Based on Fronkin and Rodman, that had been stated by Damono in his article, they stated that to understand the nature of language, it is a must for students to understand the nature of his internalized, unconscious set of rules which is part of every languages’ grammar. If students had mastered the English Grammar, it would be easy for them to master English. A student can be said as a good language students if they can communicate with their partner well without finding any confusing utterances.

One of the internal factors that influence students' mastery of grammar is Verbal-Linguistic intelligence. It can be a weapon that can be used for grammar mastery. If the intelligence is used properly then it can be a good weapon. But if the intelligence is not used optimally then the weapon will be in vain.

Howard Gardner’s theory suggests everybody has a different mind, and no two profiles of intelligences are the same. From the 8 primary intelligences (linguistic, math/logic, visual, art, interpersonal, intrapersonal, kinaesthetic, natural) an individual may excel in one, two or even three of these, but nobody is good at the all. One of the intelligence that has strong relation to the reading skill is Verbal-Linguistic intelligence. Verbal-linguistic intelligence is defined by Gardner as sensitivity to the spoken and written language to achieve goals.[[2]](#footnote-3) Furthermore, there are many characteristics of verbal-linguistic intelligence such as good with languages, loves reading, writing, listening and speaking, notices grammatical mistakes, enjoys with foreign language, etc.

Because knowing the structure of language is important to know in order to use of language in correct grammatically. The well-formed of language usage ibetween the student and other student, either in their reading, speaking, listening and writing activites. It ia aupported by Peter knapp and Megan Watkins who started in their book that the grammar knowledge is needed in the process of becoming literate; furthermore language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate tex was shifted by the grammar knowledge through speaker or writer.

The problem that is often experienced by students is they have not developed their potential. The potential of Verbal-Linguistic intelligence can be known by multiple intelligent questionnaire. In English education department The State Islamic University of Sultan Maulana Hasanuddin Banten can be the target of research, because with the indication of students who focus on language studies have Verbal-Linguistic intelligence. Nevertheless, students have to be concerned about grammar rules because they always find in order to be able to communicate effectively in English.

Since grammar is very important to be mastered by students, teachers have toknow and upgrade their background knowledge of students. According to Penny Ur “Grammar does not only affect how units of language are combined in order to ‘look right'; it also affects their meaning".[[3]](#footnote-4)Teacher knowledgeabout how to organize classroom and to understand every student condition makes teaching and learning process more effective and this can help to improvegood achievement for students.Based on the reasons above, the writer wants to conduct a correlation research**“The Correlation Between Students’ Verbal-Linguistic Intelligence and Their Grammar Mastery”.**

1. **The Identification ofthe Problem**

The problem in this study can be identified as follows:

1. The problems influence grammar mastery both from internal and external factors.
2. Intelligence is one of internal factors influences grammar mastery.
3. Most of 4th semester students in academic year 2017-2018 got low score in grammar.
4. **Limitation of the Problem**

Based on the identification of problems, the writer limits them as follows:

1. The writer focuss on students’verbal-linguistic intelligence and their grammar mastery
2. The object of research is students at the 4th semester of English Education Department in UIN “SMH” Banten in academic year 2017-2018.
3. The research methodology is used in this research is quantitative method through correlational research.
4. **The Statement of the Problem**

Based on background of the research above, the writer can identify the problems follows:

1. How is the students’verbal-linguistic intelligence at the 4th semester of English Education Department in UIN “SMH” Banten ?
2. How is the students’ grammar mastery at the 4th semester of English Education Department in UIN “SMH” Banten ?
3. How is the correlation between students’verbal-linguistic intelligence and their grammar mastery at the 4th semester of English Education Department in UIN “SMH” Banten?
4. **The Objectives of the Research**

Based on the statements of problem, the objectives of research are to know:

1. The students’verbal-linguistic intelligence at the forth semester of English Education Department in UIN “SMH” Banten
2. The students’ grammar mastery at the forth semester of English Education Department in UIN “SMH” Banten
3. The correlation between students’verbal-linguistic intelligence and their grammar mastery at the forth semester of English Education Department in UIN “SMH” Banten
4. **Significance of the Study**

This study hoped can provide useful information for students, lecturer, andinstitutions.

1. The students

The result of this research hopefully can help the students to acknowledge their intelligences so they can find the way for themselves in grammar.

1. The lecturer

The result of this research is expected to be useful for grammar lecturers in improving their teaching capacity to improve students’ grammar mastery.

1. The Institution

The result of this research is also expected to be useful input for headmaster to support teaching and learning activity by improving and developing the quality of education in the college, in order that students are motivated and interested in grammar.

1. **The Organization of Writing**

The paper is systematically divided into five chapters. This following is short description about each chapter:

Chapter I is introduction that consists of background of study, limitation of the problem, statement of problem, the objective of study, significance of study, hypothesis, previous study, and the organization of the writing.

Chapter II is theoretical review. They are the definition of grammar, the importance, the types of grammar, the definition of intelligence, the definition of Verbal-Linguistic intelligence, the characteristic of Verbal-Linguistic intelligence.

Chapter III is methodology of the research that consist research method, place and time, population and sample, the research instrument, and the technique data analysis.

Chapter IV is the result of the research that consists of description of data, analyzing of the data research, and interpretation data.

Chapter V is closing that consists of conclusion and suggestion.

**CHAPTER II**

**THEORITICAL FRAMEWORK**

1. **Literature Review**
2. **Grammar**
3. **The Definition of Grammar**

In the context of education especially in the learning and teaching of a foreign language, grammar is usually considered one of the language components beside the vocabulary and sound system which students should acquire. Knowing grammar means understanding what the text means correctly. The experts Stewart and Vailette point out "The word grammar means the sort of thing they learned in English class or in other language classes, when they were taught about subjects and predicates and part of speech,".[[4]](#footnote-5)

Following to Peat, Elliot and Baur, grammar is on the subject of knowing the reason why something reads improperly and know how to fix it.[[5]](#footnote-6) It can be concluded that if the sentences are in ungrammatical pattern, it can made the reader difficult to get the ideas yet if the reader have knowledge of grammar they can easily fix them and catch the ideas of the sentences.

Grammar gives language users the control of expression and communication in everyday life.. "Grammar deals with the form of sentences and smaller units such as clauses, phrases and words".[[6]](#footnote-7) Mastery over words helps speakers to communicate their emotions and purpose more effectively. Otherwise, communication can sound like a toddler getting frustrated because he or she does not have many words to express his or her thoughts well. Moreover, grammar also gives effect in written communication.

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Subject-verb agreement like "we was" - makes the message less effective because the errors will distract from the intent. Understanding basic principle of word, sentence and paragraph structures bestows writers with the flexibility to plan how they communicate a message, from a simple text to a presentation. If people cannot successfully speak or write to one another, they cannot share their thoughts to other people. In "Scientific Writing; Easy When You Know How", Peat states "Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well without using words correctly".[[7]](#footnote-8)

While Kolln and Funk defined grammar into three definition:[[8]](#footnote-9)

1. Grammar is the system of rules in our heads. Additionally, your language competence is that subconscious system and those internalized rules differ from one language community to another.
2. Grammar is the formal description of the rules. It refers to the branch of linguistic science which concerned with the formal description of language - identify the form and the structure of sentence.
3. Grammar is the social implication of usage or linguistic etiquette -do’s and don’t’s of usage, rather than grammar. For instance, there are some certain words which are thought of as bad manner in a particular context and this description also applies the terms like “poor grammar” and “good grammar”.

It showed that the rules of grammar in Standard English is constant and there was little disagreement in deciding which was the sentence was grammatical correct or no. In other words, if the students had mastered the English Grammar they will ease to use language and it seemed that by mastering English Grammar would not be confusing anymore in understanding English language usage. A student could be said as a good language student if he can communicate with their friend well without finding any confusing utterances.

On the other hand, Harmer on his book says "Real language use is often very untidy and cannot be automatically reduced to simple grammar patterns. Students need to be aware of this, just as they need to be aware of all language possibilities. Such awareness does not mean that they have to be taught each variation and linguistic twist, however. It just means they have to be aware of language and how it is used”.[[9]](#footnote-10)

The more structural and grammatical their language, it would be easier for the student in using the language and it also would make the reader or the student’s partner in communication easier getting the student’s ideas. It means the communication between them, either in written or spoken language, would be well due to they didn’t get any confusing language usage.

1. **The Importance of Grammar**

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Penny Ur "Grammar does not only affect how units of language are combined in order to ‘look right'; it also affects their meaning".[[10]](#footnote-11)George Yule defined grammar as the method of how to explain the structure of phrases and sentences in such a way that we account for all grammatical sequences in a language and rule out all the ungrammatical sequences.[[11]](#footnote-12)

From the explanation above, it seems that the rules of the sentences pattern is important to know in order to use the language in correct grammatically. The well-formed of language usage is important in order to get the clear understanding of foreign language usage between the student and other student, either in their reading, speaking, listening, and writing activities. It is supported by Peter Knapp and Megan Watkins who stated in their book that the grammar knowledge is needed in the process of becoming literate; furthermore language use from the implicit andunconscious to a conscious manipulation of language and choice of appropriate text was shifted by the grammar knowledge through speaker or writer.[[12]](#footnote-13)

Therefore, to write or speak in a clearer and more effective manner, people have to study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

1. **The Types of Grammar**

According to Kolln and Funk, there are two types of grammar, namely: Structural and Transformational Grammar. Each type will be explained below:[[13]](#footnote-14)

1. Structural Grammar The Structuralists identify the importance of describing language on its own term. By paying particular attention to how the change of words in sound and spelling (their forms) and how the use of them in sentences (their functions), the Structuralists examined the sentences objectively. In addition, new grammar, which is another important feature of structuralism, is its emphasis on the systematic nature of English.
2. Transformational Grammar Contrast with structuralists, whose goal was to analyze the sentences we actually speak and to give details their systematic nature, the transformationalists goal was to unlock the secrets of language which was to build a model that would produce all of the grammatical sentences. It might be helpful to imagine of our built-in language system as a computer program. The transformationalists are trying to illustrate that program.
3. **Verbal-Linguistic Intelligence**
4. **The Definition of Intelligence**

Thousands years ago, intelligence has been defined differently. Intelligence was difficult to define and cause confusions between researchers. The most important definition is how people solve their problems. Intelligence also has been defined as ability to understand, communicate, learn, how brain work with abstract thing, etc. However, currently,researchers have been identified about relationship between human’s intelligence, behavior, and development of each person.[[14]](#footnote-15)

The term of intelligence commonly be taken to mean how a person understand and learn, but different people have their own meaning of intelligence and this also can caused by their background knowledge both from historical or cultural factors. According to Howard Gardner “intelligence comprises a set of separate intelligences, each of which is specialized for acquiring knowledge and solving problem in different areas of cognitive activity”.[[15]](#footnote-16) Snyderman and Rothman defined that intelligence is the ability that a person has to deal with something that she/he can get and learn from phenomenon and/or events and how to solve and learn the problem.[[16]](#footnote-17)

From those statements, the writer concludes that intelligences of each person are not the same. Those intelligences can be changed and/ or improved. The combination of the most prominent intelligences can help people to learn and to solve the problem. Bainbridge said that intelligences is always be defined as general mental ability to learn and apply the knowledge in manipulating environment, as well as the ability to think abstractly.[[17]](#footnote-18)

Intelligence can be developed by three main factors:

1. Biological endowment – generic factors and how brain works before, during and after birth.
2. Personal life history – this factors involves experience with parents, teachers, peers, friends, and others who developed the intelligences
3. Cultural and historical background – time and place in which the people were born and raised. Then, the nature and state of cultural or historical developments in different areas.[[18]](#footnote-19)

Gardner identified there are nine intelligences, there are:

1. Verbal-linguistic Intelligence is an ability to perceive or generate spoken and written language.
2. Musical Intelligence is sensitivity to pitch, rhythm, and timbre; the ability to create, communicate and understand meaning in sound; the ability to discern sound patterns.
3. Logical-mathematical Intelligence is an ability to use and appreciate of numerical, causal, abstract or logical relations.
4. Spatial Intelligence is an ability to perceive visual and spatial information, and to transform or modify this information and re-create visual images.
5. Bodily-kinesthetic Intelligence is an ability to control of all or parts of one’s body and to solve problems or create products.
6. Intrapersonal Intelligence is a capacity to form a mental model of one-self and use the model to make informed decisions about possible actions.
7. Interpersonal Intelligence is a capacity to recognize, distinguish between and/or influence in desired ways others’ feelings, belifes, and intentions.
8. Naturalist Intelligence is an ability to understand and work effectively in the natural word.[[19]](#footnote-20)
9. Existential Intelligence it is involves an individual’s ability to use collective values and intuition to understand others and the world around them.
10. **The Definition of Verbal-Linguistic Intelligence**

In fact that verbal – linguistic intelligence has been identified many years before the appearance of others intelligences. Verbal – linguistic intelligence and logical – mathematical intelligence was used as measurement of IQ. Both intelligences have become standardized test in some academic such as National Assessment of Educational Program (NAEP), Iowa Test of Basic Skill (ITBS), etc.,

In addition, more than century ago, Alfred Binet made an IQ test to measure elementary children in France. Later on, the U. S Armed Forces began using the test in World War I. Basically, the Binet Test only measured two intelligences: verbal – linguistic intelligence and logic – mathematical intelligence.[[20]](#footnote-21)

Verbal – Linguistic Intelligence is an ability to use words in spoken or written language effectively. This intelligence involves the ability to manage the language form, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about itself).[[21]](#footnote-22)

The Verbal – Linguistic Intelligence is the intelligence of language and communication. Language ability that involves speaking, articulating, expressing, and delivering one’s thoughts and feelings to others with one or more languages. The intelligence can be at spoken or written language.[[22]](#footnote-23) Gardner, Chapman, and Freeman state that people who have good ability in Verbal – Linguistic Intelligence usually good at memorizing vocabularies which lead deliver them to read books and to be engaged in the books and have good appearance in English classes.[[23]](#footnote-24)

According to the intelligence, it involves the ability to recognize language use, good at remember things, enjoy joking, likes to explain or teach, know how to persuade people, understands about language rules.[[24]](#footnote-25)The Verbal – Linguistic Intelligence involves high sensitivity to words and language function. People with high Verbal – Linguistic Intelligence love reading, writing, and good at expressing themselves.

1. **The Characteristics of Verbal-Linguistic Intelligence**

Verbal-linguistic talented people are flourish in school activities such as reading and writing. They express themselves well and are usually good listeners with a well-developed memory for material they've read and recall of spoken information. Language fascinates people with verbal-linguistic learning styles, and they enjoy learning new words and exploring ways to creatively use language, as in poetry. They may enjoy learning new languages, memorizing tongue twisters, playing word games, and reading.

They also involve sensitivity to spoken and written languages, the ability to learn languages, and the capacity to use languages to accomplish certain goals.[[25]](#footnote-26)Some examples of professionals who utilize this intelligence are lawyers, orators, writers, and poets. John Milton, Abraham Lincoln, and Jane Austen are a few historical examples of individuals who would have scored high in linguistic intelligence. Basically there are some characteristics of Verbal – Linguistic Intelligence[[26]](#footnote-27) :

1. Love to read, write, talk, and listen
2. Often speak what they have read
3. Good at spelling patterns
4. Applying grammar rules
5. Likes playing word games such as, puzzle, poems, etc,.
6. Maintaining book collection
7. Have good memory for general knowledge
8. They can remember quotes and famous sayings easily
9. Orderly and systematic
10. Good at reasoning
11. Can speak what their viewpoint clear, beautiful, and refined manner
12. Can explain abstract content clearly
13. Good public speaker
14. Likes to debate
15. Likes to use “fancy” words
16. Have good knowledge about language use, such as persuasion, information, etc,.
17. Good at interpretingn others
18. Learn foreign language easily and enjoy it
19. Flexibility in extraxcting meaning when speaking several languages
20. **Previous Study**
21. Abbas Ali Zarei, Imam Khomeini International University, Qazvin, Iran. Fatemeh Mohseni, Islamic Azad University, Takestan, Iran. On the Relationship Between Multiple Intelligences and Grammatical and Writing Accuracy of Iranian Learners of English. The participants were 190 male and female Iranian students at Takestan Azad University, Karaj Azad University, and Imam Khomeini International University in Qazvin. To accomplish the aim of the study, a 40-item MIs (multiple intelligences) questionnaire, a 35-item Michigan grammar test, and a writing test were administered to the participants. Data were analyzed through multiple regression analyses. Results indicated that only intrapersonal intelligence made a statistically significant, it has 0.35 of a standard deviation change in one’s writing accuracy.
22. Tri Mulyaningsih, A. Dahlan Rais, Hefy Sulistyawati. English Education Study Program Sebelas Maret University Surakarta. A Correlation Study Between Grammatical Competence, Verbal-Linguistic Intelligence, And Writing Ability. The method is correlational study which used documentation and test to collect the data. The population of this study was all the fourth semester Students of English Education of Teacher Training and Education Faculty of Sebelas Maret University in the academic year of 2011/ 2012. The result of the study shows that there is a positive correlation between grammatical competence and Verbal-Linguistic intelligence toward writing ability, either partially or simultaneously. Both grammatical competence and Verbal-Linguistic intelligence have contribution to writing ability. There is a positive correlation between grammatical competence (X1), Verbal-Linguistic intelligence (X2) simultaneously and writing ability (Y). As the results ro = 0.611 is greater than rt (0.361). Since ro>rt, it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.It can be concluded that there is a positive correlation between grammatical competence and Verbal-Linguistic intelligence toward writing ability, either partially or simultaneously.
23. Hafsyah Maisyarah (1112014000044). English Education Study Program The State Islamic University of Syarif Hidayatullah Jakarta. The Correlation between Students Verbal-Linguistic Intelligence and Their Reading Achievement (A Correlational Study at the Fifth Semester of the Department of English Education of Syarif Hidayatullah State Islamic University of Jakarta). This study used a quantitative method with the correlational as the reasearch design of study. The total numbers of participants are 54 students. Based on the research analysis, the correlation between the two variables was found at the 95% level of confidence (*p* < 0.05) with the value of rxy was 0.096 which was in the weak or low level. The value was smaller than the value of rt in the significance of 5% in which 0.096 < 0.316. Moreover, the significance of “t contribution” revealed that the result was significant with the value of tcount was 0.590. The value was smaller than the value of ttable at the level of significance 0.05, in which 0.590 < 2.026. It can be summarized that Verbal-Linguistic intelligence has weak correlation to reading achievement.

From the previous studies above are different with my study. The differences are as follow.*The first* previous study isintended to verify the relationship between multiple intelligences and grammatical and writing accuracy of iranian learners of english. Data were analyzed through multiple regression analyses.*The second* previous study is intended to verify the correlation between grammatical competence and Verbal-Linguistic intelligence toward writing ability. The method is correlational study which used documentation and test to collect the data. *The third* previous study isintended to verify the correlation between students Verbal-Linguistic intelligence and their reading achievement. It using a quantitative method with the correlational as the research design of study. The instruments used for collecting data were verbal – linguistic intelligence questionnaire and reading achievement test.

My study is The Correlation Between Verbal-Linguistic Intelligent and Their Mastery. The research is usingcorrelation research as the method and Product-Moment Correlationcoefficient formula for analyzing the data.

1. **Hypothesis**

In this research study, the writer assumes that the alternative hypothesis ofresearch as follow:

(Ha) : There is correlation between students’Verbal-Linguistic intelligence and their grammar mastery at the 4th semester of English Education Department in UIN “SMH” Banten

(Ho): There is no correlation between students’Verbal-Linguistic intelligence and their grammar mastery at the 4th semester of English Education Department in UIN “SMH” Banten

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **The Research Method**

In this research, the researcher used quantitative method through correlational research. Correlational research or ex post facto research focuses on the connection between variables as they take place in natural setting.[[27]](#footnote-28) In addition, correlational research is used to find out whether there is a significant correlation between one variable to another variable. Correlational design is also a procedure in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using thestatistical procedure of correlation analysis. In this research, there are two variables, the students’ grammar mastery which is independent variable and the students’ Verbal-Linguistic intelligent which is dependent variable.

1. **Research Variables**

This research consists of two variables are: grammar mastery as (X) variable while verbal – linguistic intelligent as (Y) variable.

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1. **The Place and Time of Study**
2. **Place of Research**

The study was conducted for verbal-linguistic intelligence and grammar mastery. The place of the study is at “Sultan Maulana Hasanuddin Banten” State Islamic University of Banten which is located at Palima, Serang City. The consideration of conducting the study at this site was because of the accessibility and familiarity of the situation and the participants.

1. **Time of Study**

The time that writer spent for this research in order to develop scientific papers was begunfrom preliminary observation, it was from March 2018 to May 2018, and then proceed with the next stage of preparing the proposal, the proposal hearing, then arrange chapter I, chapter II, chapter III, chapter IV and V.

1. **Population and Sample**

The method of data research is used in this study is quantitative method. At the end of this research, test result of the statistical analysis. Related with this research the writer took sample 25% from 158students of the 4th semester of The English Education Department of The State Islamic University of Sultan Maulana Hasanuddin Banten as population. So, the sample for this research 25x158/100 = 39,50, and accomplished become 40 students.

This taking sample is according to Arikunto’s statement: “if the population is lack of 100, it is better to take the entire population, and the research is named research population. However, if the population is more than 100, the sample can be taken 10-15% or 20-25%”.[[28]](#footnote-29)

1. **Technique of Data Collecting**

The instrument of this study was grammar mastery test as variable X and Verbal – Linguistic Intelligence Questionnaire score as Y variable

1. **Grammar Mastery Test**

In this study, grammar mastery test was adopted from Cliffs Notes for the TOEFL Test Preparation for the Computer Based Test, Step by Step to Grammar 4.And E-book of The Official Guide to the TOEFL Test Edition by Cliffs Notes. In other words, the tests were suitable for the participants of this study because they have learned about all the materials in Grammar 4. The main aspect of this test was comprehending English passage. The test consisted of 25 questions in multiple choice test. The participants had 25 minutes for answering the test.

1. **Verbal – Linguistic Intelligence Test**

The writer conducted Verbal – Linguistic Intelligence Questionnaire was a combination from Walter McKenzie Multiple Intelligence Questionnaire[[29]](#footnote-30), International Montessori Schools and Child Development Centres Brussels, Belgium, and Multiple Intelligence in the Classroom by Thomas Armstrong[[30]](#footnote-31) as the research instrument. It was a self-report questionnaire using a Likert-type scale. The structure of the Verbal – Linguistic Intelligence Questionnaire consists of general characteristics of Verbal – Linguistic Intelligence.

1. **The Technique of Analyzing Data**

In this step, the researcher used correlational design. The researchercompares the students’ verbal-linguistic intelligence scores and their grammar mastery scores at the 4th semester of Department of English Education ofState Islamic University Maulana Hasanuddin. To find out the correlationbetween students’ verbal-linguistic intelligence scores and their grammar mastery, theresearcher used the *Product-Moment Correlation* coefficient formula. *Product-Moment Correlation* is one technique that is usually used to find out thesignificance of the correlation between two variables. This technique waspublished by Karl Pearson; therefore it is often called as Pearson CorrelationTechnique*.*

The next step is analyzing the data. This analyzing is done in order toknow whether there is significance correlation between the students’ verbal-linguistic intelligence and their grammar mastery at the 4th semester of Department ofEnglish Education of State Islamic University Sultan Maulana Hasanuddin Banten. Then, to find out the result of this study, the researcher used the *PearsonProduct Moment Correlation formula,* as follow:[[31]](#footnote-32)

The formula is:

**Note:**

: Correlation coefficient between the students’ grammar mastery scores and their Verbal-Linguistic intelligent scores at the 4th semester ofDepartment of English Education of State Islamic University Sultan Maulana Hasanuddin Banten.

N : Number of respondents

X : Distribution of students’ grammar mastery scores

Y :Distribution of Students’ Verbal-Linguistic intelligence

scores

ΣX :Total score of students’ grammar mastery scores

distribution

ΣY : Total score of students’ Verbal-Linguistic intelligence

scores distribution

ΣXY : Total number of multiply between X scores and Y

scores

(X2) : Total multiply of X score multiplies X score

(Y2) : Total multiply of Y score multiplies Y score

**Significant critical value** : 0.05

Criteria:

Rejected Ha when 𝑟xy<rt

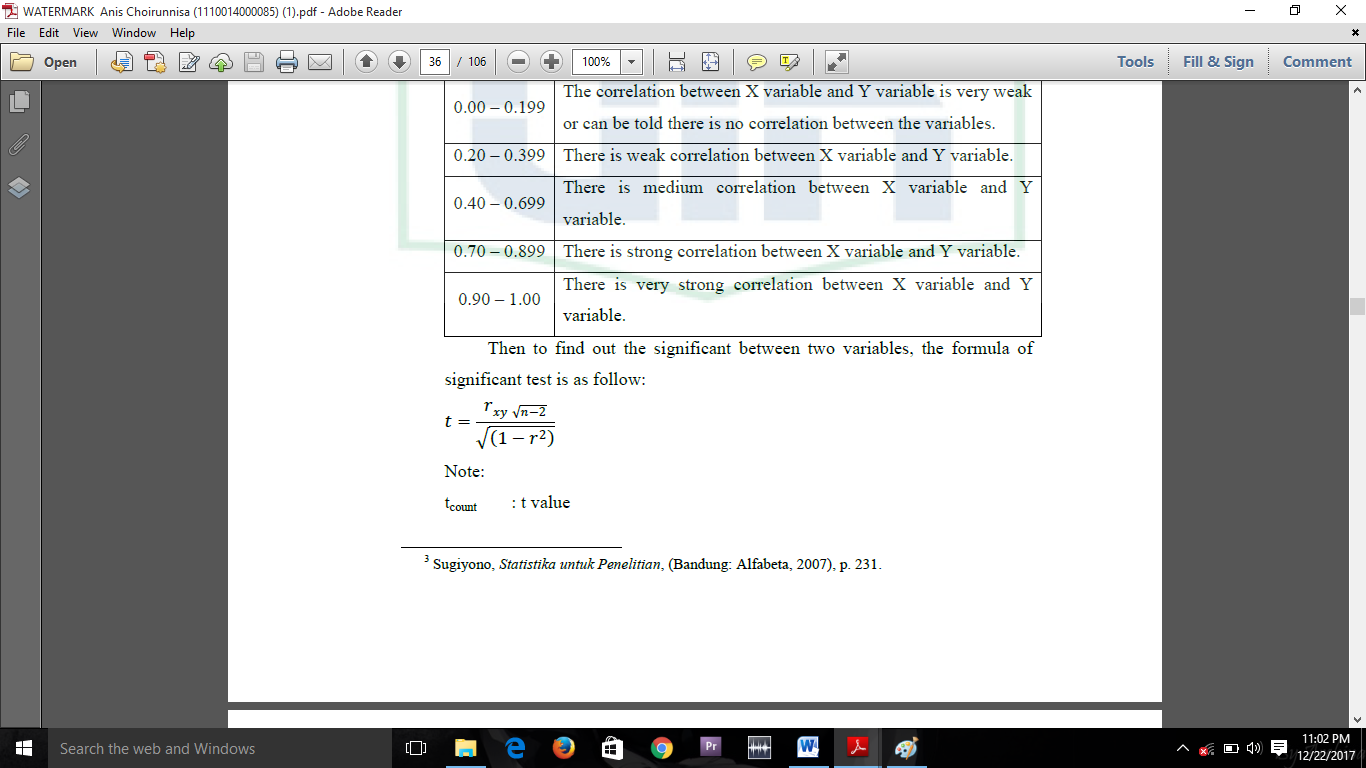
Accepted Ha when rxy>rt

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable, as below:

**Table 3.1.**

**The Interpretation of Correlation ‘r’ Product Moment[[32]](#footnote-33)**

|  |  |
| --- | --- |
| **rxy** | **Interpretation** |
| 0.00 – 0.199 | The correlation between X variable and Y variable is very weakor can be told there is no correlation between the variables. |
| 0.20 – 0.399 | There is weak correlation between X variable and Y variable. |
| 0.40 – 0.699 | There is medium correlation between X variable and Yvariable.1 |
| 0.70 – 0.899 | There is strong correlation between X variable and Y variable. |
| 0.90 – 1.00 | There is very strong correlation between X variable and Y variable. |

 Then to find out the significant between two variables, the formula of significant test is as follow:

Note:

tcount : t value.

rxy : value of correlation coefficient

n : Number of respondents

1. **Instrument of Collecting Data**
2. **Grammar Mastery Test**

In this study, In this study, grammar mastery test was adopted fromCliffs Notes for the TOEFL Test Preparation for the Computer Based Test. And E-book of The Official Guide to the TOEFL Test Edition by Cliffs Notes. The test is including about element in sentence structure, there are *subject, nouns and noun phrases, verb and verb phrases, complements, modifiers, phrases, and clauses.*

**Table 3.2**

**The Grammar Mastery Instrument**

|  |  |  |
| --- | --- | --- |
| **Indicators** | **Item Numbers** | **Total Item** |
| **Incomplete sentence** | **1, 3, 4, 6, 7, 9, 11, 12, 13, 14, 25.** | **11** |
| **Choosing the incorrect word or phrase** | **2, 5, 8, 10, 15, 16, 17, 18, 19, 20, 21, 23, 24.** | **14** |

1. **Verbal - Linguistic Intelligence Questionaire**

In this study, the writer conducted Verbal – Linguistic Intelligence Questionaire was a combination from Walter McKnzie Multiple Intelligence Questionaire (1992).[[33]](#footnote-34) International Montessori School and Child Development Centres Brussels, Belguim and Multiple Intelligence in the Classroom by Thomas Amstrong[[34]](#footnote-35) as the research instrument.

**Table 3.3.**

**The Verbal-Linguistic Intelligence Instrument**

|  |  |  |
| --- | --- | --- |
| **Indicator** | **Item Number** | **Total Number** |
| **Language skills** | **1, 2, 3, 4, 5, 7, 9, 10, 11, 13, 15,16, 17, 20, 21, 23, 24, 25,** | **18** |
| **Creativity in Language** | **6, 8, 12, 14, 18, 19, 22, 26** | **8** |

The Verbal – Linguistic Intelligence comprised of 26 items categorized under eight components in self-direction in learning. The components of Verbal– Linguistic Intelligence Questionnaire present in Table 3.3 included languageskills and creativity in language. In the questionnaire section, the participantswere required to choose form one of five scales (1 = Strongly Disagree, 2 =Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree).

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

1. **Research Finding**
2. **Data Description**

The research was conducted at Sultan Maulana Hasanuddin State Islamic University of Banten. The 4th semester of Department of English Education in academic year 2017/2018 were involved as the participants of the research. There were two different tests conducted in this study; Verbal – Linguistic Intelligence questionnaire and grammar mastery test. The tests were conducted to measure students’ Verbal – Linguistic Intelligence and grammar mastery. The Verbal –Linguistic Intelligence questionnaire consisted of 26 items and the grammar mastery test consisted of 25 multiple-choice test type. The grammar mastery test items were adopted from Cliffs Notes for the TOEFL Test Preparation for the Computer Based Test, Step by Step to Grammar 4.And E-book of The Official Guide to the TOEFL Test Edition by Cliffs Notes. While, the items in Verbal – Linguistic Intelligence were adopted from Multiple Intelligence Questionnaire by Walter McKenzie, International Montessori Schools and Child Development Centre Brussels, Belgium, and Multiple Intelligence in the Classroom by Thomas Armstrong. The data that were gotten are:

1. **Grammar mastery**

These are the score of Grammar mastery which were gained from the Grammar mastery test conducted by the researcher.

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**Table 4.1**

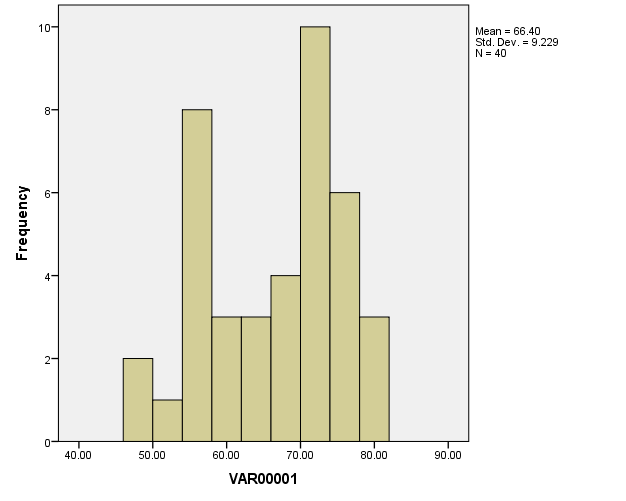
**The Grammar Mastery Score of 4th Semester Students of Department of English Education**

|  |  |
| --- | --- |
| **Participants** | **Grammar Mastery scores (X)** |
| Students 1 | 52 |
| Students 2 | 56 |
| Students 3 | 60 |
| Students 4 | 68 |
| Students 5 | 48 |
| Students 6 | 68 |
| Students 7 | 56 |
| Students 8 | 76 |
| Students 9 | 72 |
| Students 10 | 72 |
| Students 11 | 68 |
| Students 12 | 64 |
| Students 13 | 76 |
| Students 14 | 72 |
| Students 15 | 72 |
| Students 16 | 80 |
| Students 17 | 56 |
| Students 18 | 48 |
| Students 19 | 72 |
| Students 20 | 56 |
| Students 21 | 80 |
| Students 22 | 72 |
| Students 23 | 56 |
| Students 24 | 60 |
| Students 25 | 64 |
| Students 26 | 72 |
| Students 27 | 56 |
| Students 28 | 56 |
| Students 29 | 76 |
| Students 30 | 64 |
| Students 31 | 72 |
| Students 32 | 76 |
| Students 33 | 80 |
| Students 34 | 76 |
| Students 35 | 76 |
| Students 36 | 56 |
| Students 37 | 72 |
| Students 38 | 68 |
| Students 39 | 72 |
| Students 40 | 60 |

To provide an additional vivid description of the data distribution of grammar mastery, the histogram of frequency distribution is presented in figure 4.1 as follows:

**Figure 4.1**

**The Histogram Data of Grammar Mastery Test Score**



From the figure 4.1 above, the total number of students were 40students. There were 2 students got score 48, 1 student got score 52, 8 student 56, 3 students got score 60, 3 students got score 64, 4 students got score 68, 10students got 72, 6 students got score 76, and the last 3 students got score 80. Furthermore, the statistical score of the grammar mastery scores were counted using Frequencies of Descriptive Statistics in SPSS statistics program version 24.0 to know mean, mode, median, and standard deviation score of the grammar mastery test scores. It can be describe as follows:

**Table 4.2**

**The Statistical Score of the Grammar Mastery Test**

|  |  |  |
| --- | --- | --- |
| **Statistics** | | |
| Grammar Mastery | | |
| N | Valid | 40 |
| Missing | 0 |
| Mean | | 66.40 |
| Median | | 68.00 |
| Mode | | 72.00 |
| Std. Deviation | | 9.229 |
| Variance | | 85.169 |
| Range | | 32.00 |
| Minimum | | 48.00 |
| Maximum | | 80.00 |
| Sum | | 2656.00 |

From the descriptive statistic above, the respondents of this study were 40 students. The mean of the grammar mastery test score was 66.40 which means that the average score obtained by the students. The median or the middle grammar mastery test was 68.00. Then, the mode score or the score that appears the most was 72. It means that most of students obtained 72 in the grammar test. In addition, the highest score of the grammar mastery test score was 80, whereas, the lowest score was 48. Therefore, the range score between the highest and the lowest score was 32. The last, the standard deviation of the reading test was 9.229 with variance 85.169.

1. **Verbal – Linguistic Intelligence Questionnaire Score**

The Verbal – Linguistic Intelligence score was taken from the Verbal – Linguistic Intelligence questionnaire distributed by the writer. The Verbal – Linguistic Intelligence score divided into seven categories; very superior, superior, high average, average, low average, borderline, and extremely low level in Verbal – Linguistic Intelligence. The following table consisted of scoring range level of Intelligence test, and interpretation of Verbal – Linguistic Intelligence level.

**Table 4.3**

**The Scoring Range of Verbal – Linguistic Intelligence Questionnaire Range Score Classification**

|  |  |
| --- | --- |
| **Range** | **Score Classification** |
| 130 | Very Superior |
| 120 – 129 | Superior |
| 110 – 119 | High Average |
| 90 – 109 | Average |
| 80 – 89 | Low Average |
| 70 – 79 | Borderline |
| 69 and below | Borderline |

The Wechsler Intelligence Scale

Then, the following table consisted of the list of participants, their Verbal – Linguistic Intelligence questionnaire scores, and their level in intelligence scale.

**Table 4.4**

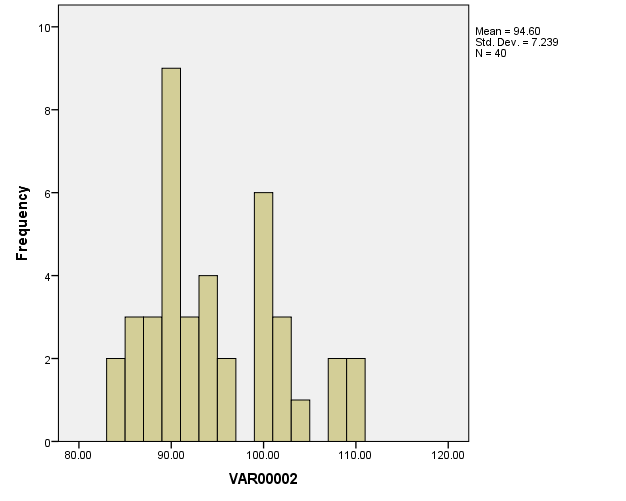
**The Verbal – Linguistic Intelligence Score of 4th Semester Students of Department of English Education**

|  |  |  |
| --- | --- | --- |
| **Participants** | **VLI Score (Y)** | **Level of VLI** |
| Students 1 | 89 | Low Average |
| Students 2 | 84 | Low Average |
| Students 3 | 90 | Average |
| Students 4 | 100 | Average |
| Students 5 | 86 | Low Average |
| Students 6 | 100 | Average |
| Students 7 | 88 | Low Average |
| Students 8 | 110 | High Average |
| Students 9 | 101 | Average |
| Students 10 | 100 | Average |
| Students 11 | 94 | Average |
| Students 12 | 90 | Average |
| Students 13 | 104 | Average |
| Students 14 | 96 | Average |
| Students 15 | 90 | Average |
| Students 16 | 110 | High Average |
| Students 17 | 88 | Low Average |
| Students 18 | 88 | Low Average |
| Students 19 | 90 | Average |
| Students 20 | 89 | Low Average |
| Students 21 | 94 | Average |
| Students 22 | 94 | Average |
| Students 23 | 90 | Average |
| Students 24 | 92 | Average |
| Students 25 | 92 | Average |
| Students 26 | 92 | Average |
| Students 27 | 84 | Low Average |
| Students 28 | 86 | Low Average |
| Students 29 | 101 | Average |
| Students 30 | 100 | Average |
| Students 31 | 100 | Average |
| Students 32 | 96 | Average |
| Students 33 | 108 | Average |
| Students 34 | 90 | Average |
| Students 35 | 100 | Average |
| Students 36 | 86 | Low Average |
| Students 37 | 108 | Average |
| Students 38 | 94 | Average |
| Students 39 | 101 | Average |
| Students 40 | 89 | Low Average |

From the table 4.4 above, there were 2 students in high average level, 27 students in average, and 11 students in low – average level.To provide an additional vivid description of the data distribution of verbal – linguistic intelligence score, the histogram of frequency distribution was presented in figure 4.2 as follows:

**Figure 4.2**

**The Histogram Data of Verbal – Linguistic Intelligence Score**



From the figure 4.2 above, there were 40 students as participants of this study. There were 2 students got score 84, 3 students got score 86, 3 students got score 88, 3 students got score 89, 6 students got score 90, 3 students got score 92, 4 students got score 94, 2 students got score 96, 6 student got score 100, 3 students got score 101, 1 student got score 104, 2 students got score 108, and the last, 2 students.

In addition, there were 2 students in high average level, 27 students in average, and 11 students in low – average level. Furthermore, the statistical score of verbal – linguistic intelligence score were counted using Frequencies of Descriptive Statistics in SPSS statistics program version 24.0 to know mean, mode, median, and standard deviation score of the verbal – linguistic intelligence questionnaire. It can be described as follows:

**Table 4.5**

**The Statistical Score of Verbal – Linguistic Intelligence Questionnaire**

|  |  |  |
| --- | --- | --- |
| **Statistics** | | |
| Verbal – Linguistic Intelligence | | |
| N | Valid | 40 |
| Missing | 0 |
| Mean | | 94.60 |
| Median | | 93 |
| Mode | | 90 |
| Std. Deviation | | 7.239 |
| Variance | | 52.400 |
| Range | | 26 |
| Minimum | | 84 |
| Maximum | | 110 |
| Sum | | 3784 |

a. Multiple modes exist. The smallest value is shown

From the statistics table above, the respondents of this study were 40 students. The mean of verbal – linguistic intelligence score was 94.60 which meant that the average score students obtained. The median or the middle score of verbal – linguistic intelligence was 93. Then, the mode score or the score that appeared the most was 90. It meant that most of students obtained 90. In addition, the highest score of verbal – linguistic intelligence was 110, whereas the lowest score was 84. Therefore, the range score between the highest and the lowest score was 26. The last, the standard deviation of verbal – linguistic intelligence was 7.239 with variance 52.400.

1. **Analysis of The Data**
2. **Analysis of Linearity of Test**

The Linearity of the test was checked in order to see whether the regression of the relationship between two variables is linear or not. The data was analyzed by using SPSS statistic program version 24.0 and presented by ANNOVA table. The table was presented as follows:

**Table 4.6**

**The Linearity Test Results of the Data ANOVA Table**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ANOVA Table** | | | | | | | |
|  | | | Sum of Squares | Df | Mean Square | F | Sig. |
| Verbal-Linguistic Inetlligence \* Grammar Mastery | Between Groups | (Combined) | 1221.625 | 8 | 152.703 | 5.759 | .000 |
| Linearity | 1149.952 | 1 | 1149.952 | 43.369 | .000 |
| Deviation from Linearity | 71.673 | 7 | 10.239 | 0.386 | **0.903** |
| Within Groups | | 821.975 | 31 | 26.515 |  |  |
| Total | | 2043.600 | 39 |  |  |  |

From the table above, it reveals that verbal – linguistic intelligence and grammar mastery have linear regression.The result ofSignificant deviation from linearity is 0.903 in which the data distribution is a good linear regression because the significant deviation of linearity is bigger than 0.05 (0.903> 0.05).

1. **Analysis of Normality of the Test**

The normality of the tests was checked using SPSS statistic program version 24.0 in order to see whether the data populations of the tests were normally distributed or not. The normality test used Shapiro – Wilk at the 0.05 level of significant. The result of the analysis was represented in the following table:

**Table 4.7**

**Test of Normality**

|  |  |  |
| --- | --- | --- |
| **One-Sample Kolmogorov-Smirnov Test** | | |
|  | | Unstandardized Residual |
| N | | 40 |
| Normal Parametersa,b | Mean | .0000000 |
| Std. Deviation | 4.78686333 |
| Most Extreme Differences | Absolute | .052 |
| Positive | .051 |
| Negative | -.052 |
| Test Statistic | | .052 |
| Asymp. Sig. (2-tailed) | | **0.200c,d** |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |
| d. This is a lower bound of the true significance. | | |

From the result above, both verbal – linguistic intelligence and grammar mastery were normally distributed because the values of both score were higher than value of 5% or 0.05. Due the total number of samples which less than 50, the test of normality was analyzed using Kolmogorov-Smirnov. The test result showed that the significant value was 0.200, in which 0.200> 0.05. Since the data distribution was normal and linear, the statistical analysis used parametric procedure, which was Product Moment Correlation.

1. **Analysis of Correlation Coefficient**

In this study, the statistic calculation of the Pearson Product Moment Formula was used to analyze the data of verbal – linguistic intelligence and grammar mastery. Before doing the calculation, the data is described as follows:

**Table 4.8**

**The Data Analysis of Verbal – Linguistic Intelligence and Grammar Mastery**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participants** | **X** | **Y** | **XY** | **X2** | **Y2** |
| Students 1 | 52 | 89 | 4628 | 2704 | 7921 |
| Students 2 | 56 | 84 | 4704 | 3136 | 7056 |
| Students 3 | 60 | 90 | 5400 | 3600 | 8100 |
| Students 4 | 68 | 100 | 6800 | 4624 | 10000 |
| Students 5 | 48 | 86 | 4128 | 2304 | 7396 |
| Students 6 | 68 | 100 | 6800 | 4624 | 10000 |
| Students 7 | 56 | 88 | 4928 | 3136 | 7744 |
| Students 8 | 76 | 110 | 8360 | 5776 | 12100 |
| Students 9 | 72 | 101 | 7272 | 5184 | 10201 |
| Students 10 | 72 | 100 | 7200 | 5184 | 10000 |
| Students 11 | 68 | 94 | 6392 | 4624 | 8836 |
| Students 12 | 64 | 90 | 5760 | 4096 | 8100 |
| Students 13 | 76 | 104 | 7904 | 5776 | 10816 |
| Students 14 | 72 | 96 | 6912 | 5184 | 9216 |
| Students 15 | 72 | 90 | 6480 | 5184 | 8100 |
| Students 16 | 80 | 110 | 8800 | 6400 | 12100 |
| Students 17 | 56 | 88 | 4928 | 3136 | 7744 |
| Students 18 | 48 | 88 | 4224 | 2304 | 7744 |
| Students 19 | 72 | 90 | 6480 | 5184 | 8100 |
| Students 20 | 56 | 89 | 4984 | 3136 | 7921 |
| Students 21 | 80 | 94 | 7520 | 6400 | 8836 |
| Students 22 | 72 | 94 | 6768 | 5184 | 8836 |
| Students 23 | 56 | 90 | 5040 | 3136 | 8100 |
| Students 24 | 60 | 92 | 5520 | 3600 | 8464 |
| Students 25 | 64 | 92 | 5888 | 4096 | 8464 |
| Students 26 | 72 | 92 | 6624 | 5184 | 8464 |
| Students 27 | 56 | 84 | 4704 | 3136 | 7056 |
| Students 28 | 56 | 86 | 4816 | 3136 | 7396 |
| Students 29 | 76 | 101 | 7676 | 5776 | 10201 |
| Students 30 | 64 | 100 | 6400 | 4096 | 10000 |
| Students 31 | 72 | 100 | 7200 | 5184 | 10000 |
| Students 32 | 76 | 96 | 7296 | 5776 | 9216 |
| Students 33 | 80 | 108 | 8640 | 6400 | 11664 |
| Students 34 | 76 | 90 | 6840 | 5776 | 8100 |
| Students 35 | 76 | 100 | 7600 | 5776 | 10000 |
| Students 36 | 56 | 86 | 4816 | 3136 | 7396 |
| Students 37 | 72 | 108 | 7776 | 5184 | 11664 |
| Students 38 | 68 | 94 | 6392 | 4624 | 8836 |
| Students 39 | 72 | 101 | 7272 | 5184 | 10201 |
| Students 40 | 60 | 89 | 5340 | 3600 | 7921 |
| **N=40** | **ΣX=2656** | **ΣY=3784** | **ΣXY=253212** | **ΣX2=179680** | **ΣY2=360010** |

From the table above, it showed that there were 40 participants, the sum of the grammar mastery score (X) was 2650, the sum of verbal – linguistic intelligence questionnaire (Y) was 3784, the multiplication between X and Y was 253212, the variable X squared was 179680, and the variable Y squared was 360010. After getting the results above, the calculation of the data to Pearson Product Moment Formula is presented as follows:

**Formula:**

**Calculation:**

**N** **=**40

**ΣX =**2656

**ΣY =**3784

**ΣXY =**253212

**ΣX2 =**179680

**ΣY2 =**360010

To make sure the result of the calculation above, the Pearson Product Moment in SPSS statistic program version 24.0 was used to know whether the calculation that has been calculated manually is correct or not to make sure that there is no mismatching calculation between score that the writer counted. The calculation of Pearson Product Moment is described as follows:

**Table 4.9**

**Pearson Product Moment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Grammar Mastery | Verbal-Linguistic Intelligence |
| Grammar Mastery | Pearson Correlation | 1 | **.750\*\*** |
| Sig. (2-tailed) |  | .000 |
| N | 40 | 40 |
| Verbal-Linguistic Intelligence | Pearson Correlation | **.750\*\*** | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 40 | 40 |

\*\*. Correlation is significant at the 0.05 level (2-tailed).

The Result of those calculation; manual calculation and calculation using SPSS statistic program 24.0 were equal, in which the value of rxy or ro for verbal – linguistic intelligence and grammar mastery was 0.750. It means that there was no mismatch in the process of calculating the data by calculating manually or using the SPSS statistic program version 24.0.

1. **Hypothesis Testing**

To test the hypothesis, the correlation coefficient from the calculation (rxy) is compared to correlation coefficient from Product Moment table (rt). In the term of the statistical hypotheses, these can be portrayed as follows:

1. If ro> rt = Ha is accepted. There is correlation between verbal – linguistic intelligence and grammar mastery.
2. If ro< rt = Ha is rejected. There is no correlation between verbal – linguistic intelligence and grammar mastery.

To find rxy or ro, the degree of freedom must be determined with the formula:

df = N – nr

dh= 40 – 2

dh= 38

**Note:**

df = Degree of Freedom

N = Number of Cases (respondents)

nr = number of variables

In the table of significance (see appendix 9), it shows that the rt of a two tailed test in the significance of 5% and the df of 38is found to be 0.312. Based on the score of r0 0.750, it indicated that the score of r0 is higher than rt, in which 0.750 > 0.312. It means that Ha is accepted; or in the other words there is correlation between verbal – linguistic intelligence and grammar mastery. Moreover, the result of tcount or t0 is compared to ttable in order to find the significance of variables. The formula of getting tcount is presented as follows:

**Formula:**

**Description of the formula:**

tcount= tvalue

r = 0.750

n = 40

**Calculation:**

**The formulation of test:**

1. If to>ttable, it means that the null hypothesis is rejected and there is significant relationship.
2. If to<ttable, the null hypothesis is accepted and there is no significant relationship.

From the table of significance (see appendix 10), it is obtained that ttable of 5% and df = 38 is 2.02439. It indicates that to>ttable, in which 6.990>2.02439. Therefore, the alternative hypothesis (Ha) is accepted. In other words, there is significant relationship between verbal – linguistic intelligence and grammar mastery.

According to the result of the calculation of Pearson Product Moment above, the value of correlation coefficient (ro) is 0.750. To interpret the gravity of 0.750, the table of “r” product moment shows that the correlation value is on the strong level, in which between 0.60—0.79. The strong correlation means that the relationship tends to the positive relationship. The table of “r” interpretation was adopted from Jonathan Sarwono’s theory.

**Table 4.10**

**The Interpretation of Coefficient Correlation of Value r**

|  |  |
| --- | --- |
| Coefficient Interval | Degrees of Correlation |
| 0.00—0.19 | Very weak/low |
| 0.20—0.39 | Weak/low |
| 0.40—0.59 | Strong enough |
| 0.60—0.79 | Strong |
| 0.80—1.00 | Very Strong |

1. **Discussion**

Based on the data description of grammar mastery, it is found that the score is medium. It is indicated by the average score of the grammar mastery of the forth semester students of Department of English Education found 66.40 and the mode score was 72.00. In addition, most of the students got score upper than the mean score obtained 66.40. Therefore, most of forth semester students of Department of English Education have medium score in grammar mastery test.

Meanwhile, from the data description of verbal – linguistic intelligence, it is found that the forth semester students of Department of English Education commonly in average level, which is indicated by the result of the average score found 94.60 and the mode score was 90.00. However, although the students are considered in average level, there are still many students in low–average. It is indicated that the students who got score of verbal –linguistic intelligence under the mean obtained 94.60 are higher than the students who got score upper the mean score. It means that the fifth semester students of Department of English Education should increase their verbal – linguistic intelligence in order to have good ability in grammar.

In addition, the finding reveals that there is significant relationship between verbal – linguistic intelligence and grammar mastery. It is indicated that the value of correlation coefficient (rxy) is higher than the score of rtable (rt). In this case, the correlation coefficient is 0.750, and the value was compared with rt at the level of significance 0.05 obtained respectively 0.312, in which r0 = 0.750> rt = 0.312. Similarly, based on the calculation of tcount above, the value of tcount is higher than the value of ttable at the level of significance 0.05, in which tcount = 6.990 > ttable = 2.024. Since r0 and tcount are higher than rt and ttable, it means that the alternative hypothesis Ha is accepted and null hypothesis (H0) is rejected. In other words, there is significant correlation between verbal – linguistic intelligence and grammar mastery at the forth semester students of Department of English Education of Sultan Maulana Hasanuddin Banten State Islamic University in academic year 2017/2018. Therefore, students who have verbal – linguistic intelligence are good at grammar.

To sum up, the data interpretation shows a finding that verbal – linguistic intelligence and grammar mastery were correlated each other. Verbal –linguistic intelligence gave contribution r0 0.750 to grammar mastery. The relationship of verbal – linguistic intelligence and grammar mastery have significant value. It means that grammar mastery students’ was based on their verbal – linguistic intelligence.

1. **Limitations**

In conducting this study, there were some challenges that lead this study to some limitations. First, finding about specific verbal – linguistic intelligence references is difficult since the research about the verbal – linguistic intelligence are limited in Indonesia. Verbal – linguistic intelligence workbooks also limited. However the writer tried to find in others libraries in Banten and Jakarta. As a result, the writer got some challenges in finding those books.

Second, in order to find the result of the correlation between Verbal-Linguistic intelligence and grammar mastery, the writer had to find valid questionnaire for measuring the verbal – linguistic intelligence. The writer tried to find to psychology institution to find the questionnaire. But then, the writer decided to conduct verbal – linguistic intelligence by himself.

Last, the writer found limited access to look for the relevant studied needed. The reason was there were few researchers in Indonesia who studied about the verbal – linguistic intelligence. As a result, most of the similar studies discussing the variables were found in other countries.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the research findings in the previous chapter, it can be concluded that there was a significant correlation between verbal – linguistic intelligence and grammar mastery of the fifth semester students of Department of English Education of Sutan Maulana Hasanuddin State University of Banten in academic year 2017/2018. The correlation between the two variables is found at the 95% level of confidence (p > 0.05) with the value of r = 0.750. The finding reveals that the correlation between the variables is in the strong level. Similarly, the significance “t contribution” reveals that the result there was significance. The score of tcount is higher than ttable. The score of significance tcount was 6.990. Meanwhile, the Df = 38 indicates significant score of 5% is 2.024. It means Ha is acceptedd. Therefore, it can be summarized that verbal – linguistic intelligence has strong correlation to grammar mastery.

1. **Suggestions**

Based on the conclusion above, it can be delivered some suggestions that go to:

1. **Teachers**

For teachers, it is suggested to give students the exposure or learning style based on their multiple intelligences. This can help them to realize what they need in learning process in order to get good achievement. Therefore, teaching with based on their intelligences will help them and they will become familiar with intelligence and learning style.

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1. **Students**

For students especially as language learners, it is suggested to enrich their knowledge and comprehension about multiple intelligence. Collocation can be found in many English sources like books, magazines, newspaper, journals, etc., so they can be familiar with multiple intelligence. The more they have knowledge about their dominant intelligence, the better they will increase their grammar mastery by using learning style based on the intelligence.

1. **The Next Researchers**

According to the result of study, it is found that some students still have less knowledge about verbal – linguistic intelligence or others intelligences. Therefore, it is suggested to next researchers to teach them about multiple intelligences. Remembering that grammar is one of the characteristics of verbal – linguistic intelligence and it gives contribution in master the language, therefore it is suggested to teach or explain them about multiple intelligences, especially verbal –linguistic intelligence for language learning. Selecting appropriate instrument is a must to make the result clearky. In other words, next researchers can try to find the effectiveness of verbal – linguistic intelligence ways towards grammarmastery. Hopefully this suggestion can be beneficial for the next researchers.

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**APPENDICES**

1. Rodney Huddlestone and Geoffrey K. Pullum, *A student’s Introduction to English Grammar*(Cambridge: Cambridge University Press, 2005), 1. [↑](#footnote-ref-2)
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