

CHAPTER I

INTRODUCTION

A. Background of the Research

English is the most widely used language in the world. 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million.¹ This is why on internet, book, journal and many more written in English.

Realizing the importance of English as the international language, English in Indonesia gets required subject from elementary school until college level. Based on the 2013 curriculum students should be able to have oral and written communication. In other word, they should be able to understand, to express information ideas, feeling and develop their knowledge.² However, the students still have difficulty to produce the language fluently especially in writing. Writing is one of the most difficult skills in English. The skills involved in writing activity are highly complex. Most foreign language students have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and many more.³

¹ Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peterhill et al., *teaching english as a foreign language* (new york: reutledge:1980), 1.

² Ninik britiviliani, eulis rahmawati, "use of picture books to expose young learners writing activity", *loquen:english studies journal*, vol. 11 no 2,(2018).59.

³ Ila Amalia, "Fostering Students' writing skill through peer feedback activity : A Case Study At UIN SMH Banten", *Loquen: English Studies Journal*, vol. 11 no. 01,(june 2018), 1

Based on the result of the interview with English teacher of SMAN CMBBS Kabupaten Pandeglang, she explains that students in SMAN CMBBS Kabupaten pandeglang had difficulty in writing especially in narrative text. They make mistake both in organization of idea and language use. It caused by lack of grammar and vocabulary. Some students may have difficulty knowing how to organize their ideas.⁴

The writer believes there are some reasons why students still have difficulty in learning English. There are many factor that influence students in learning language. According to Nazanin Marhadizadeh, there are internal and external factor which influences students in learning language. Factor that included in internal factor are intelligence, multiple intelligence, perception, self-esteem, self-efficacy and extroversion or introversion. Whereas the external factors are motivation, socio-economic status of students, socio-cultural of students and many more.⁵

Multiple intelligences by Howard Gardner suggest everybody has different mind, and no two profiles of intelligences are the same. From 8 primary intelligences (linguistic, math/logic, visual, art, interpersonal, intrapersonal, kinesthetic, and natural intelligence) an individual may excel in one, two or three of these but nobody is good at all. One of intelligence that has strong relation to

⁴ Hapsari ayuningrat, interviewed by Aniatul Jannah and Ika Fitri Ramadhani, pandeglang, february 11, 2020.

⁵ Nazanin mirhadizadeh, "internal and external factor in language learning" in *international journal in modern language teaching and learning*, vol. 1, issue 5, (2016), 188

writing ability is linguistic intelligence.⁶ Linguistic intelligence is the capacity to use word effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the semantic meanings of language and many more⁷

People with high linguistic intelligence usually like to read, write, listen, and play word games. They are good at spelling, sensitive to pattern of sound and grammar, and systematic in thinking.⁸ They have a good memory for general knowledge and ability to reason therefore People with high linguistic intelligence not only show the mastery of language properly, but also tell a story, debate, discuss, make a report and finish a variety of task which has a correlation with speaking and writing.⁹

According to those criteria, the linguistically intelligent people may learn English (as a foreign Language) faster. They know how to arrange the words and the sentence systematically and syntactically, they understand speech pattern semantically, and they are able to communicate their viewpoints in a clear, beautiful, and refined manner.

⁶ Karim Hashajhemi, Kourosh Akef and Neil Anderson, “the relationship between multiple intelligences and reading proficiency of iranian EFL students”. *World applied science journal*, Vol. 19, No. 10,(November, 2012), 1476.

⁷ Thomas Armstrong, *multiple intelligences in classroom* (USA: ASCD publication:2009), 6

⁸ Armstrong, *multiple intelligences in classroom*, 35

⁹ May Lwin et al, *How to Multiply your Childs Intelligence: A Practical Guide for parents of Seven-Year-Olds and Below*, (USA: Prentice Hall, 2003), 11

The teacher's knowledge about how to organize the class and understand each student's condition is very important to make the teaching and learning process more effective and this can help to improve students' achievement.

Based on the problem above the writer try to conduct a research to see there is a correlation between Linguistic intelligence and writing ability. The valid instrument and the appropriate object of research—that is the students who learn the foreign language (English) intensively have been chosen to this study. First grade of senior high school CMBBS Kabupaten Pandeglang can be one of the options of the research object. Senior high school CMBBS is one of the leading international high school in Banten. One of their programs is English week and Arabic week. This program requires students to communicate in English. It held every 2 first week every month for English week and Arabic for the following weeks. This school is also making TOEFL as a compulsory subject since first grade. This is make their English is better than senior high school students in general. Because of this, she chooses the first grade of senior high school of CMBBS Kabupaten Pandeglang as population of her research titled **“the correlation between students' linguistic intelligence and their writing ability”**.

B. Identification of the Problem

The problem in this study can be identified as follows:

1. The problems influence writing ability both from internal and external factors.

2. Most of first grade of Senior High School CMBBS Kabupaten Pandeglang got low score in writing.

C. Limitation of the Problem

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

1. The writer is focused on linguistic intelligence which is an internal factor in learning the language
2. The writing products are limited in the narrative texts.

D. Statement of the Problem

In this proposal, writer formulates the problem;

1. How is the students' linguistic intelligence at the first grade of the Senior High School CMBBS Kabupaten Pandeglang?
2. How is the students' writing ability at the first grade of the Senior High School CMBBS Kabupaten Pandeglang?
3. Is there any significant correlation between students' linguistic intelligence and writing ability at the first grade of the Senior High School CMBBS Kabupaten Pandeglang?

E. Objective of the research

Based on statement of the problem above, the objective of the research is to find out:

1. The students' linguistic intelligence at the first grade of the Senior High School CMBBS Kabupaten Pandeglang.
2. The students' writing ability at the first grade of the Senior High School CMBBS Kabupaten Pandeglang
3. Correlation between students' linguistic intelligence and writing ability at the first grade of the Senior High School CMBBS Kabupaten Pandeglang.

F. Significance of the Research

This research hopefully can provide useful information for student, teacher and school.

1. Student

The result of this research hopefully can help student to know their intelligence so they can find the enjoyment way for themselves in writing.

2. Teacher

This research will provide information about how strong correlation between students' linguistic intelligence and their ability in writing recount text. By knowing students' linguistic intelligence, teachers can arrange their lesson plan to improve students' writing skill in recount text.

3. School

The result gives the advantages to map students' writing ability in English. It also offers evidence to school that something has happened on students who have linguistic intelligence whether they have reached good achievement or not.

G. Previous Study

In this research there are three related researches which are similar to this present research. *First*, research titled the correlation between students' verbal-linguistic intelligence and their grammar mastery by Zikri Alwi Haetami (2018). The participants were 40 students at the State Islamic University of Sultan Maulana Hasanuddin Banten. To accomplish the aim of the research a 40-item linguistics intelligence questionnaire from Mckenzie, Thomas Armstrong and Montessori school and 25-item grammar test from TOEFL test preparation by cliff were administered to participants. 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 t_{count} is higher than t_{table} . The score of significance t_{count} was 6.990. Meanwhile, the $Df = 38$ indicates significant score of 5% is 2.024. It means H_a is accepted. Therefore, it can be summarized that verbal – linguistic intelligence has strong correlation to grammar mastery.¹⁰

Second, research by Tri Mulyaningsih, A. Dahlan Rais, Hefy Sulistyawati titled 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

¹⁰ Zikri alwi haetami, "correlation between students' verbal-linguistic intelligence and their grammar mastery", (UIN Sultan Maulana Hasanuddin, Banten, 2018), 31

Faculty of Sebelas Maret University in the academic year of 2011/ 2012. By using cluster random sampling, the writer took class B which consists of 30 students as the sample. The result of the study shows that there is a positive correlation between grammatical competence and verbal linguistic intelligence toward writing ability. As the results $r_o = 0.611$ is greater than r_t (0.361). Since $r_o > r_t$, it means that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) 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.¹¹

Last, Research titled The Correlation between Students' Linguistic Intelligence And Reading Comprehension by Aulia Nugraheni And Nuardi. The population of this research was the eighth grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency. The population of this research was 55 students. To choose the sample, the researcher used total sampling technique. In collecting the data, the researcher used questionnaire for students' linguistic intelligence and test for reading comprehension. From the data analysis it could be shown that the sig. (2-tailed) value was 0.000, smaller than the significant alpha 0.05 (sig.t < 0.05). It means that null hypothesis (H_o) was rejected while the alternative hypothesis (H_a) was accepted. The value of correlation coefficient (r) was 0.676. In conclusion, there was a significant positive correlation between students' linguistic intelligence and reading

¹¹ Tri Mulyaningsih, "a correlation study between grammatical competence, verbal linguistic intelligence and writing ability", (sebelas maret university, 2013), 24

comprehension. The researcher also found that 46% of linguistic intelligence can influence reading comprehension.¹²

From the previous studies above are different with current study. The differences are as follow. *The first* previous study is intended to verify the relationship between students' verbal-linguistic intelligence and their grammar mastery. And the population is 4th semester of the English education department of Sultan Maulana Hasanudin State Islamic University of Banten. While current study is The Correlation Between students' Linguistic Intelligent and Their writing ability. The first grade of the senior high school CMBBS has chosen as population. They have differences in variable x; grammar mastery and writing ability and the population in different level; college and senior high school. *The second* previous study is to verify the correlation between grammatical competence and Verbal-Linguistic intelligence toward writing ability. 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. She uses three variables while in current study are only use 2 variables; there are linguistic intelligence and writing ability. The population is also in different level. *The third* previous study is intended to verify the correlation between students' Linguistic intelligence and their reading comprehension. The population of this research was the eighth grade students at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency. While

¹² Aulia nugraheni and Nurdin, "the correlation between students' linguistic intelligence and reading comprehension", *Indonesian journal of integrated english language teaching*, vol. 4 no. 1, (june, 2018), 105

current study is The Correlation Between students' Linguistic Intelligent and Their writing ability. With first grade of the senior high school CMBBS as the population. The differences are in variable x and population.