

**THE CORRELATION BETWEEN VERBAL LINGUISTIC  
INTELLIGENCE AND WRITING ABILITY OF THE FIFTH SEMESTER  
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF UIN  
RADEN FATAH PALEMBANG**



**UNDERGRADUATE THESIS**

**This thesis was accepted as one of the requirement to get the tittle of  
Sarjana Pendidikan (S.Pd)**

**by**

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FACULTY OF TARBIYAH  
ISLAMIC STATE UNIVERSITY RADEN FATAH PALEMBANG**

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Hal : Pengantar Skripsi

Kepada Yth,  
Bapak Dekan Fakultas Ilmu  
Tarbiyah dan Keguruan UIN  
Raden Fatah Palembang  
di  
Palembang

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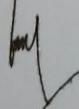
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Demikianlah terima kasih.

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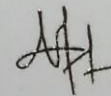
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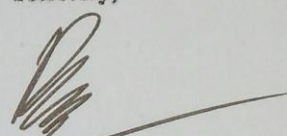
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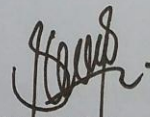
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2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

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## *Dedication*

*"You are not just brothers, my parents, my friends, and my partner in crime. I'm so grateful to have you in my life. You are the only one who never leave me behind." ☺*

---

## *Motto*

*"it's okay to be scare, it's okay to cry, but giving up should not be an option"*

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Palembang, November 2017

Siti Solehah

## ABSTRACT

This study investigated the correlation between verbal linguistic intelligence to writing ability, and the influence of verbal linguistic intelligence toward writing ability. The study was conducted at Islamic State University Raden Fatah Palembang. The population of the study was English Education Study Program Students of UIN Raden Fatah Palembang in academic year 2017/2018. The sample was 70 students of the fifth semester students by using purposive sampling method. The collected data were analyzed by using the correlation and regression analysis and computerized with SPSS 20. Furthermore, it was found out that there was significant correlation between verbal linguistic intelligence and writing ability, as p-output was 0.00 which was smaller than 0.05 ( $0.00 < 0.05$ ). Besides, the correlation coefficient was in the strong level of correlation which is .705. This study also indicated that there was a significant influence of verbal linguistic intelligence with 49.7% contribution towards writing ability.

***Keywords: verbal linguistic intelligence, writing ability***

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# **CHAPTER I**

## **INTRODUCTION**

This is the opening chapter of this study. This chapter presents: (1) background of the study; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

### **1.1. Background**

In Indonesia, English is mostly learned at schools or universities, but English is completely a foreign language for language learners in Indonesia (Setiyadi, 2006). In teaching learning English, learners are demanded to master four skills of English. Those are listening, speaking, reading and writing. Writing is mostly done outside classroom for which the students seek help from other sources. It is often seen as a means of strengthening vocabulary or grammatical knowledge rather than as a tool for communicating ideas (Sadeghi & Farzizadeh, 2012). However, students can ideally benefit from their individual potentials in intelligences to draw on during the act of writing, an attempt the highlighting of which will bring about valuable benefits.

Writing is productive skill which the students are not only asked to write grammatically and correctly, but also they are asked to develop their ideas logically (Brown, 2001). It is a complex activity which requires different kinds of mental processes and skills on the part of language learner. Writers not only need to generate and organize their ideas using the available tools of syntax,



vocabulary, paragraph organization, but also they are required to turn their ideas into a coherent text (Richards & Renandya, 2002).

In relation to the importance of writing, Nisa (2015) asserts that writing is a very important subject because it has to share idea from our brain in writing. It is not easy to choose the words and combine them into a good paragraph. Besides, students have to pay attention in the grammatical sentence. According to Iskandar (2017), writing ability is important for students in the process of English learning, by writing, they students could remember and memorize vocabularies and organize them into good paragraph. Hence, Suleiman (2000, p. 155) implies that writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development. In the process of teaching and learning, writing plays a significant role through which learners can be assessed. The ability to write well can have a profound impact on our lives.

However, writing is the most difficult skill for EFL students to master (Richards & Renandya, 2002). As a skill, production of a piece of writing which is coherent, fluent, and extended is probably the most difficult task to do with language, even for a native speaker (Nunan, 2003). Jarvis (2000) also emphasizes that many students do not enjoy writing because they feel that if they cannot do it correctly at the first time when they will never get it. Even though, Sahran (2016) asserts that main reason for this difficulty is the fact that writing is a very complex process which involving both creating and organizing ideas and translating them into cohesive texts which are readable. Many problems were found in writing. There are some classification problems; capitalization, punctuation, poor

organization, grammatical error, ideas and frustration and confused on supporting ideas, and spelling error (Bahloul, 2007 as cited in Habibi, Wachyuni, & Husni, 2017). So it is normal, if the students think that writing is difficult subject because they have to pay attention many things such as; idea, concept, vocabulary and grammar.

Meanwhile, Alwasilah (2005, p. 1) argues that writing is the most neglected skill in language education in Indonesia. Then, writing habit in Indonesia is lower than reading habit (Khak, 2011). This situation is basically supported by the fact that Indonesia is in a far move to consider English as the foreign/ second language in the country. Moreover, Scopus and Scimago as the indexers of many journals in the world note that in 2013, there were only 3.231 journal publications in Indonesia (Arradian, 2014). This number is far from satisfying compared to Malaysia and Singapore's. Thus, as stated in *Surat Dirjen Dikti No. 152/E/T/2012*, there is a rule from Directorate General of Higher Education of Indonesia that students have been required to write a research article and publish it in a journal as a requirement for graduation since August 2012. Masduqi (2011, p. 186) argues that the limited use of critical thinking skills and meaningful activities are the reasons why students in Indonesia tend to be ineffective in exchanging ideas and writing in English.

As stated by Cumming (2006, p.473), the psychology plays an important role in writing. He believes that each student has individual traits and its effect on their writing ability. One of the most important issues in psychology is multiple intelligences, which affects learners' achievement as well as their learning strategies. According to Gardner (1983), each individual has a multitude of

intelligences that are quite independent of each other. Intelligence as the ability to solve the problems or to fashion products that are valued in one or more cultural settings (Gardner, 1993, p.15; 2006, p.48; Hajhashemi, 2011). Gardner's early work in psychology and later in human cognition and human potential led to the development of the initial nine intelligences. These intelligences (or competencies) relate to a person's unique aptitude set of capabilities and ways they might prefer to demonstrate intellectual abilities.

Additionally, intelligences are involved and integrated to carry out different task, solve diverse problems, and progress in various areas (Gardner, 2011). Hence, intelligences have an essential role for people to face the problems in many sectors of life especially in learning language. Armstrong (2002) states that intelligence is one of the causes which affect student's success in learning the second or foreign language. It can be implied that in learning English, the intelligence is involved as the factor of student's success. Intelligences theory, promoted by Howard Gardner in 1983, has attracted many researchers and educators throughout the world. He has identified that there are nine types of intelligence (multiple intelligences) linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist and existential. Gardner emphasizes that people have the multiple intelligences. But people single out among them as a strong intelligence, an area where a person has considerable computational power (Strauss, 2013). Kezar (2001) investigated multiple intelligences theory's application in higher education and concluded that using multiple intelligences in higher education is crucial and plays a significant role in

understanding the teaching and learning process. Hence, the main intelligences that play an important part in language learning are verbal linguistic intelligence.

According to Gardner (2006) verbal linguistic intelligence is the sensitivity to the phonological features of a language. Tek and Peng (2006) state verbal linguistic intelligence is the capacity to use language (words), one's native language, and perhaps other language, effectively, either orally or in writing, to express what is on one's mind and to understand people. Verbal linguistic intelligence is the ability to learn languages and use language to express what is in one's mind and to understand people. Those who have high linguistic intelligence are well-developed in verbal skills and have sensitivity to sounds, meanings, and rhythms of words (Hampton, 2008). And verbal linguistic intelligence use when put down our ideas on the paper, create poetry or simply write a letter to a friend. It means that the core ability to use language in the spoken or written form is affected by the level of verbal linguistic intelligence.

As Muslims, the command to seek knowledge is almost like a mantra. This is especially important to think about considering how God speaks of intelligence and thinking in the Quran. Intelligence in Arabic called adz-dzaka **الذك** which means understanding, speed, and perfection. It also called al-qudrah **القدره** (ability) to understand something quickly and perfectly. Moreover, verbal linguistic intelligence is the intelligence related to language, including reading and writing. It is mentioned In Surah Al-Alaq verse 1-5 Allah says:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③ الَّذِي  
عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Read! In the name of your lord, who has created{1}, has created man from a cloth{2}, read! And your lord is the most generous{3}, who has taught (the writing) by the pen{4}, has taught man that which he knew not{5}.

The word for “Intellect” is ‘Aql عقل, meaning sense, sentience, reason, understanding, comprehension, discernment, insight, rationality, mind, intellect, intelligence. The verb form that we will see commonly used in Qur’an is عقل to be endowed with (the faculty of) reason, be reasonable, have intelligence, to be in one’s senses, be conscious, to realize, comprehend, and understand. In the 49 references of the word in the Qur’an, God often speaks of the disbelievers who do not comprehend.

Besides, Imam Syafi’i says factor that affect the intelligence is not only the potential carried since birth, but the social and environment factors is also influential. Rosulullah SAW said “the motion, passion and strength of the assembled children with other friends in childhood will increase the ability to sense when adults (H.R. Tirmidzi). Therefore, if want to develop that intelligence properly, that should provide the media that can support the development of intelligence itself (‘Aidh, 2007).

Based on the informal interview with the EFL students of UIN Raden Fatah Palembang who had taken all the writing courses, some of them considered the writing process were difficult, but some were not. They also did not enjoy writing because they feel that if they cannot do it, and they still find it hard to express their thoughts, feelings due to the lack vocabulary, make a paragraph coherent and cohesion, and grammar mastery. Even though, most of the students never identified their intelligence profile since they did not know what linguistic intelligence was.

Regarding the problem above, there had been many studies to investigate the relationship of verbal linguistic intelligence and writing ability. Mulyaningsih, Rais, and Sulistyawati (2012) conducted a research on the relationship of grammar competence, verbal linguistic intelligence, and writing ability of Sebelas Maret University. The researchers found that result there was a significant correlation between verbal linguistic intelligence and writing ability. Sadhegi, and Farzizadeh (2012) conducted a research on the relationship of multiple intelligence and writing ability of Iranian EFL learners. The result showed that the components of Multiple Intelligences, especially verbal linguistic intelligence did not have significant correlation with the writing ability.

From the problems occurred above, it is assumed that the verbal linguistic intelligence is one of factors influences one's writing skill. Therefore, there will be an investigation about the correlation between verbal linguistic intelligence and writing ability. Therefore, in this study, the writer intends to investigate whether or not there is a correlation between verbal linguistic intelligence and writing ability of English Education Study Program Students of UIN Raden Fatah Palembang.

## **1.2. Research Problems**

Based on the background, the research problems are formulated in the following questions:

1. Was there any significant correlation between verbal linguistic intelligence and writing ability of English Education Study Program Students of UIN Raden Fatah Palembang?

2. Did verbal linguistic intelligence significantly influence writing ability of English Education Study Program Students of UIN Raden Fatah Palembang?

### **1.3. Research Objectives**

In accordance with the problems above, the objectives of this study are:

1. To find out if there was a significant correlation between students' verbal linguistic intelligence and writing ability of English Education Study Program Students of UIN Raden Fatah Palembang.
2. To know if verbal linguistic intelligence significantly influences writing ability of English Education Study Program Students of UIN Raden Fatah Palembang.

### **1.4. Significance of the Study**

This study was aimed to describe the correlation between verbal linguistic intelligence and writing ability of English Education Study Program Students of UIN Raden Fatah Palembang. The result of this research was expected to be useful for:

1. For students, this study attempts to obtain a solution to help the students to be capable of finding a context in which their potential strengths come to the fore and their weaknesses are diminished, especially understanding the verbal linguistic intelligence related to the students' writing skill.
2. For teachers or lecturers, this study is expected to be useful for teachers or lecturers who teach writing skills. They can improve their teaching and learning processes through several media and methods that can help students

improve their writing skills, and one way to improve writing skills is to provide materials and tasks that can develop students' writing skills and it also stimulate their linguistic intelligence.

3. For the next researchers, this research also will be useful reference for another researcher if they want to make a research related to linguistic intelligence and writing ability.
4. For the researchers herself, this study can be used a reference to conduct relevant study, can increase her knowledge and expand her experience by doing this research, stimulate her writing skill and linguistic intelligence, and also it can be one of the requirements to complete the English Education Study Program of UIN Raden Fatah Palembang.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the followings: (1) correlational research; (2) the concept of intelligence; (3) theory of multiple intelligences; (4) theory of verbal linguistic intelligence; (5) student's verbal linguistic intelligence characteristic; (6) the concept of writing; (7) the process of writing; (8) student's difficulties in writing; (9) previous related study; (10) research setting; (11) research hypotheses; (12) criteria for testing hypothesis.

#### **2.1. Correlational Research**

A correlational research design is useful to researchers who are interested in determining to what degree two variables are related, however, correlational research “does not “prove” a relationship; rather, it indicates an association between two or more variables” (Creswell, 2008). The main purpose of a correlational study is to determine relationships between variables, and if a relationship exists, to determine a regression equation that could be used make predictions to a population. In bivariate correlational studies, the relationship between two variables is measured. Through statistical analysis, the relationship will be given a degree and a direction. The degree of relationship determined how closely the variables are related. This is usually expressed as a number between -1 and +1, and is known as the correlation coefficient. A zero correlation indicates no relationship. As the correlation coefficient moves toward either -1 or +1, the relationship gets stronger until there is a perfect correlation at the end points.

The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012, p. 340):

**Table 1**  
**Correlation Coefficient**

<b>Interval Coefficient</b>	<b>Level of Correlation</b>
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

1. Correlation coefficients below 0.35 show only slight relationship between variables. These relationships have almost no value in any predictive sense.
2. Correlation coefficients between 0.4 and 0.6 may have theoretical or practical value depending on the context.
3. Correlation coefficients that is 0.65 or higher will make accurate prediction for most purpose.
4. Correlation coefficients over 0.85 indicate a close relationship between the variable correlated and are useful in predicting individual performance.

There are two primary types of correlational research design; explanation and prediction. Creswell (2005, p. 327) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

Johnson and Christensen (2012, p. 339) add that in an explanatory study, all the data on both variables will usually be collected within a fairly short time. Often, the instruments used are administered in a single session, or in two sessions—one immediately after the other. In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012, p. 338; and Creswell, 2005, p. 150).

## **2.2. The Concept of Intelligence**

Many people are familiar with word “intelligences”, intelligence is ability or capability people to doing certain aspect (Lestari, 2015). Louis (1939) defined intelligence as independent factors and these are equally important. From those two theories it can be inferred that intelligence is an important mentally factor for each person. According to Gardner (1999), intelligence is much more than IQ, because a high IQ in the absence of productivity does not equate intelligence. In his definition, intelligence is a bio psychological potential to process information that can be activated in a cultural setting to solve problem or create product that are value in a culture. Detterman (2005) defines as a general mental capability to give a reason, solve problem, think abstractly, learn, and understand new material and profit from past experience.

From several definitions above, the most popular is stated by Howard Gardner. He has identified that there are nine types of intelligence (multiple intelligences) linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist and existential, but researcher focus on verbal linguistic intelligence.

### **2.3. Theory of Multiple Intelligences**

Intelligence is broken down into nine different types, also called the nine domains of intelligence. This categorization of intelligence was first theorized by developmental psychologist Howard Gardner in his 1983 book, *Frames of Mind: The Theory of Multiple Intelligences*. Since then, the Multiple Intelligences theory been used as one of the primary models for research that has gone on concerning human cognition. Gardner argues that there is no one true way to measure intelligence and that the human brain is wired with a wide range of cognitive abilities.

In addition, Arnold and Fonseca (2004, p. 125) argue that multiple intelligence theory is an excellent tool to enable teachers to plan attractive ways to provide learners with language learning practice. For instance, language learning tasks can be developed around different types of intelligences. An activity such as that of writing the lyrics of a song implies the use of linguistic and musical intelligence. In a task where learners need to mime the title of a film for others to guess, the bodily- kinesthetic and interpersonal abilities are brought into play.

Based on McClellan and Conti (2008, p. 16), multiple intelligences celebrate the uniqueness and diversity of all students. Gardner suggests the need

for a broader view of the human mind and of human learning than what currently exists. Multiple intelligences hold that every student is smart not just in one or two ways but in many. Gardner believes that instructors must attempt to reach all students and develop their diverse intelligences. Moreover, they need to teach in a variety of ways which provide varied learning experiences for students. According to Hoerr (2000, p. 12), the importance of multiple intelligences theory in education is: (1) highlighting uniqueness of each student; (2) bringing out the students' dominant intelligences; (3) helping learning through the dominant intelligence; (4) providing variety of learning experiences; (5) presenting multiple intelligences teaching; (6) providing variety of assessment methods; and (7) providing variety of means of expression.

Armstrong (2009, p. 12) explains that multiple intelligence is the theory of education and learning trend that can support curriculum designers and educators with opportunity to apply it to educational settings as it can help both learners and teachers. Chen, Moran and Gardner (2009, p. 3) show that many hundreds of schools across the globe have incorporated multiple intelligences principles into their mission, curriculum, and pedagogy; and hundreds of books have been written (in numerous languages) on the relevance of multiple intelligences theory for educators and educational institutions. Initially, multiple intelligences ideas were introduced in the United States and the first multiple intelligences-inspired experiments took place there.

In short, multiple intelligences theory was developed to show a fact that human beings have very different kinds of intelligences and this is very important

in learning and achieving their goals. Gardner has identified nine different types of intelligences that each individual has the capacity to possess.

### 1. Verbal Linguistic Intelligence

Verbal linguistic intelligence involves the human capacity to think in words and use these to make oneself understood. It is this type of intelligence that allows a person to appoint complex meanings and express these through the use of language. Though this human competence is widely used, it is most evident in the way effective public speakers, novelists, journalists, and poets make use of their meta-linguistic skills. In the early stages of life, linguistic intelligence is exhibited in a person's enjoyment of crossword puzzles, storytelling, reading, and writing.

### 2. Logical Mathematical Intelligence

This type of intelligence equips a person with the ability to calculate and carry out mathematical operations as well as mull over hypothesis and propositions. Those who are "number or reasoning smart" tend to easily recognize relationships and patterns, demonstrate sequential reasoning skills, and generate and use abstract thoughts. When logical intelligence is dominant in young adults, you'll see them especially attracted to logic puzzles, experiments, strategy games, and arithmetic problems. Later on, you might see these youth going on to become detectives, scientists, and mathematicians. Logical-mathematical intelligence has been closely linked to fluid intelligence and general intelligence.

### 3. Bodily Kinesthetic Intelligence

People with bodily-kinesthetic intelligence have an almost perfect sense of timing, and their mind-body coordination is nearly flawless. Even as a number of persons struggle to become well-coordinated, people who possess this type of intelligence usually grow up to become craftspeople, dancer, surgeon, athlete, and other careers involving exceptional mind-body union.

### 4. Spatial Intelligences

Spatial intelligence defined as the human capacity to consider things in three dimensions. This type of intelligence involves the following core capacities: a dynamic imagination, image manipulation, mental imagery, artistic and graphic skills, and spatial reasoning. People with spatial intelligence are highly creative. At a young age, people with high spatial intelligence are deeply entrenched in solving jigsaw puzzles or mazes, or they may be using up their extra time by daydreaming or drawing. Spatial intelligence is demonstrated mainly by “picture smart” people such as architects, sculptors, painters, pilots, and sailors.

### 5. Musical Intelligences

This intelligence involved in this ability to recognize tone, rhythm, timbre, and pitch is musical intelligence. With this type of intelligence, people are able to detect, generate, reproduce, and contemplate music as clearly exhibited by attuned listeners, musicians, composers, vocalists, and conductors. You’ll find that young adults with musical intelligence are frequently drumming, singing, or any other activity that demonstrates a

melodic inclination. It is also interesting to note that a connection has been shown to exist between emotions and music as well as mathematics and music.

#### 6. Interpersonal Intelligence

People who have interpersonal intelligence are able to understand and communicate well. Interpersonal intelligence makes it possible for a person to effectively communicate through verbal and nonverbal means, to distinguish among others, to sense the temperament and moods of people, and to consider various points of view. You'll usually find this type of intelligence manifested by politicians, social workers, actors, and teachers. This type of intelligence can also be found in young adults who hold leadership roles.

#### 7. Intrapersonal Intelligence

People who have the remarkable ability to understand themselves, their thoughts, and their emotions and are capable of using this knowledge to plan their lives possess intra-personal intelligence. While intra-personal intelligence does involve self-appreciation, it also comprises a wider understanding of the human condition. As young adults, "self-smart" people possess a deeper awareness of their own emotions, are self-motivated, and tend to be shy. Examples of people with evident intra-personal intelligence include philosophers, spiritual leaders, writers, and psychologists.

#### 8. Naturalist Intelligence

Naturalistic intelligence refers to a human being's sensitivity to the natural world. This is the ability to distinguish among nature's different



features such as animals, plants, rock configurations, cloud formations, and other such things. In the past, the naturalist intelligence was undoubtedly of great value in a person's survival. Farming and hunting were clearly among the activities that relied on this type of intelligence. Today, naturalistic intelligence remains a vital component of roles like being a chef or botanist. This type of intelligence is also seen in the way consumers discriminate among products.

#### 9. Existential Intelligence

People with existential intelligence tend to mull over “deep” thoughts. These thoughts may include the why's and how's of life and death. While most people just shake these kinds of thoughts away, individuals who are particularly keen to their own existence are drawn to exploring such questions like why are people born, how do they get here, and why do they die. They also have the capacity and sensitivity to tackle thoughts about what lies beyond life and death. Though not much discussion has been done about existential intelligence, it has also been called spiritual or moral intelligence. Those with high existential intelligence are deeply philosophical.

#### **2.4. Theory of Verbal Linguistic Intelligence**

Verbal linguistic intelligence includes one of the multiple intelligences. According to Gardner (2006) verbal linguistic intelligence is the sensitivity to the phonological features of a language. Tek and Peng (2006) state verbal linguistic intelligence is the capacity to use language (words), one's native language, and

perhaps other language, effectively, either orally or in writing, to express what is on one's mind and to understand people. In verbal linguistic intelligence, there are some characteristics or capacities which have to be owned. These capacities are capacities to use language in the spoken and written form.

Meanwhile, Gardner, Chapman, and Freeman (1996) state that the people who are strong in verbal linguistic intelligence usually have a good vocabulary, potential which allow them to read book and to be absorbed in the book and perform well. Weber (2005, p. 4) defines verbal-linguistic intelligence as speaking, poetic or journalistic ability, sensitivity to the sounds, rhythms, and meanings of words, as well as understanding different functions of language. This kind of ability exhibits itself in its fullest form by poets (Gardner, 2006).

Finally, based on the theories above, it can be concluded that verbal linguistic intelligence is the ability to use a language in the written form including its capacities or aspects that are letter, structure of word, vocabulary, grammar, and reading comprehension.

### **2.5. Student's Verbal Linguistic Intelligence Characteristic**

McKenzie (2014) describes the characteristics of the students' verbal linguistic intelligence as follows:

- a. appreciate the subtleties of grammar and meaning
- b. spell easily
- c. enjoy word games
- d. understand jokes, puns, and riddles
- e. use descriptive language

- f. are good storytellers
- g. internalize new information through lecture and discussion
- h. demonstrate understanding easily through discussion and essay

Support this intelligence in the classroom by:

- a. exploring new vocabulary
- b. learning terms and expressions from other languages
- c. encouraging opportunities for public speaking
- d. incorporating drama into learning
- e. keeping daily journals
- f. promoting opportunities for creative writing
- g. nurturing oral storytelling
- h. including opportunities for expository and narrative writing
- i. utilizing quality children's and young adult literature in the classroom

Learning capacities of student's verbal linguistic intelligence adapted by Armstrong (2009):

- a. Understanding Order and Meaning of Words
- b. Convincing Someone of a Course of Action
- c. Explaining, Teaching, and Learning
- d. Humor
- e. Memory and Recall
- f. "Meta-Linguistic" Analysis or the ability to understand another person's message as much by how they say it as what they say.

## 2.6. The Concept of Writing

In word reference (2010), writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually. Writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter (Jim 2010, p. 2). Therefore the write conclude that Writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. A writer has to be able in using written language to give an idea or message.

Moreover, Brown, (2001, p. 336) claims that writing is a thinking process. Furthermore, he stated that writing can be planned and given with an unlimited number of revisions before its release. In addition, writing has two steps process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

In addition, Urquhart and McIver (2005, p. 5) state that writing is a recursive process, which means students revise throughout the process, frequently

moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Types of writing activities to perform writing should be based on the students' level and capacity. Brown (2001, p. 343) describes there are five major categories of classroom writing performance:

1. Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure throughout.

3. Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

#### 4. Display writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of EFL students that they need to master is a whole array of display writing techniques.

#### 5. Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

### **2.7. The Process of Writing**

Writing process is a process which writer begins to write down their ideas on paper which is valuable aid to the whole learning process. Wohl (1985, p. 2) said that in almost all kinds of writing the basic structural unit is the paragraph. Moreover, there are 3 writing processes:

#### 1. Finding the Topic Sentence

Usually some students find difficulties in recognizing the topic sentence of paragraph. The topic sentence is usually taken from several things such as: an experience and from the book. A good topic sentence narrows the focus and points to one particular aspect of the over theme. The topic sentence usually represents the most general statement of the paragraph. The topic sentence occurs most frequently at the beginning of a paragraph. When the topic sentence does occur at the end, it serves to summarize the preceding sentence and to conclude the paragraph.

## 2. Developing Paragraph from Topic Sentence

Some students can write a paragraph without following any formal steps or using formal techniques such as a topic sentence. Here are some steps to develop a paragraph:

- a. Choose a general topic of interest to you.
- b. Narrow down the topic. Select one aspect of the topic and decide what your main point is.
- c. Write down the few facts, believe or opinion that are directly related to your topic sentence details that will help to support or explain it.
- d. Take a second look at your tentative topic sentence.
- e. Using the fact and ideas from step three, develop the topic sentence into a full paragraph. This is your final draft.
- f. Think about unity as you read what you have written. Revise as necessary and then write your final draft.

## 3. Editing the Finish Product

The final step in completing a piece of writing is editing. Editing is the checking of one's written work for various faults in making last-minutes changes and correction. Students of English as second language must check their writing for basic grammatical errors. Basic grammatical errors include the improper use of tense and aspect agreement articles, word order and other small but important details.

## **2.8. The Students' Difficulties in Writing**

Heaton (1987) stated that the writing skills in a foreign language are complex and difficult to learn not only the ability to use structures but also conceptual of varied skills such as stylistic and mechanical skill. Stylistic skill is the ability to manipulate sentences and use language effectively whereas mechanical skill is the ability to use correctly those conventions peculiar to the written language such as punctuation and spelling.

According to Nurgiantoro (2001, p. 298), there are some problems which are faced by students in learning writing. They are:

a. Organizing idea

Organizing idea pulls information together so the mind can make sense of it.

b. Lack of vocabulary

Lack of vocabulary makes the students find difficulties to understand the meaning.

c. Grammar accuracy

Grammar accuracy is obtained when each word in sentence represents the meaning the writer intends to convey and are arrange in the correct order.

## **2.9. Previous Related Studies**

Nurhayati, Noviaristanti, and Priyanto (2015) conducted a research on the relationship of critical thinking, linguistic intelligence, and the writing ability of the PT. Telkom Indonesia employees. The result from this research showed that among the critical thinking levels, linguistic intelligence, and writing ability using English, the correlation was quite significant. It means that the relation among the



critical thinking level, linguistic intelligence, and writing ability were positively related.

Wijaya (2014) conducted a research the correlation between undergraduate EFL students's MI and their writing achievement at Sriwijaya University with different sample and population. The result from this research shows that there is significant correlation between MI and writing achievement; linguistic intelligence with coefficients ( $r$ ) is 0,409 which is significant at 0,01 level (2-tailed) and interpersonal intelligence with coefficients ( $r$ ) is 0,354 which is significant at 0,05 (2-tailed). Linguistic intelligence is the strongest one.

Mulyaningsih, Rais, and Sulistyawati (2012) conducted a research on the relationship of Grammar Competence, Verbal Linguistic Intelligence, and Writing Ability of Sebelas Maret University. The researchers found that result there was a significant correlation between verbal linguistic intelligence and writing ability.

Sadhegi, and Farzizadeh (2012) conducted a research on the relationship of multiple intelligence and writing ability of Iranian EFL learners. The result showed that the components of Multiple Intelligences (linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist) did not have significant correlation with the writing ability.

In comparison with the previous related studies above, this study has some similarity since it has the same independent variable (verbal linguistic intelligence). However, there are some differences of this research with the researchers does is from population, sampling method, and sample. The first research above investigated whether or not multiple intelligences had relationship with writing ability; while this research focused on investigating the correlation

between verbal linguistic intelligence and writing ability. Therefore, this research is really new and different from the other research.

## **2.10. Research Setting**

### **2.10.1. The History of English Education Study Program**

In 2007 tarbiyah faculty in IAIN raden fatah opened new major, English Education Study Program. This program was opened based on consideration and high interest of society who wanted to follow this program, so by the agreement and decision of DIRJEN PENDIS DEPAG RI No.: DJ.I/178/2007 English Education Study program was opened.

### **2.10.2. Geographic Location**

English education study program is located in jalan Prof. K.H. Zainal Abidin Fikri, KM. 3,5, Lawang kidul, Ilir timur II, Pahlawan, Kemuning, Kota Palembang, Sumatera Selatan. English Education is located in Tarbiyah Faculty region; it is next to Arabic major and behind Islamic Education major.

### **2.10.3. Vision, Mission and aims**

#### **2.10.3.1. Vision**

In order to be the better major, this following is the vision of English Education Study Program:

“To be well-quality and healthy major also able to produce professional English education graduates, Islamic characteristic, integrated, and has international reputation in 2022.”

#### **2.10.3.2. Mission**

There are some missions that English Education study Program would like to achieve as the following;

1. Organize and develop professional and well-quality English Education.
2. Develop educational science research and teach relevant English that related to society need.
3. Prepare professional English Education graduates, islamic characteristic, and have international reputation.
4. Develop devotion to society to be pro-active and participative suit to competency and capacity that related to English Education.
5. Develop cooperation network or partnership with other institutions domestic and abroad.
6. Develop and keep the value, and academic moral control the quality of English education major.

#### **2.10.3.3. Aims**

To produce professional, islamic characteristic, intregated graduates and have international reputation that can answer the problem and society need that related to English education.

#### 2.10.4. Lecturers in English Education Study Program

There are 14 permanent lecturers in English education study program, some of the lecturers are magister graduates and some of them have finished their doctor program. The table of Lecturers English Education study program is showed as the picture below:

**Table 2**

**Lecturer of English Education Study Program**

No.	Name	Place & Date of Birth	Education S1,S2,S3 & University	Functional Academic Duty	Competence
1.	Dr. Dian Erlina, S.Pd, M.Hum	Palembang, 02-01-1973	S1 FKIP Unsri. S2 UGM S3 UNJ	Lektor (IV/a)	English/ Linguistic
2.	Dr. Dewi Warna, M.Pd	Prabumulih, 23-07-1974	S1 FKIP Unsri, S2 Unsri, S3 UNJ	Lektor (IV/a)	English/ Structure
2.	Drs. Herizal, M.A	Palembang, 21-10-1965	S1 FKIP Unsri, S2 University of Canberra Australia	Lektor (III/c)	English/ TEFL Methodology
3.	Renny Kurniasari, M.Pd	Baturaja, 07-06-1979	S1 Unsri, S2 Unsri	Lektor (III/c)	Speaking
4.	Dr. Annisa Astrid, M.Pd	Palembang, 23-11-1980	S2 Unsri, S3 U. Semarang	Lektor (III/d)	Writing
5.	Hj. Lenny Marzulina, M.Pd	Rejang Lebong, 31-01-1971	S1 Unsri, S2 Unsri	Lektor (III/c)	Listening
6.	M. Holandyah, M.Pd	Ngulak,(Muba) 07-05-1974	S1 UPGRI, S2 UPGRI	Lektor (III/c)	Reading
7.	Amalia Hasanah, M.Pd	Palembang, 31-07-1979	S1. U. Padjajaran. S2. Unsri	Lektor (III/c)	English
8.	Manalulaili, M,Ed	Sri Bendung OI. 15-04-	S1 Unsri. S2 University of	Lektor (III/c)	Education

		1972	Flinders		
9.	Roma Nur Asnita. M.Pd	Palembang, 31-12-1975	S1 FKIP Unsri. S2 Unsri. S3 UNJ	Lektor ( III/c)	English
10.	Eka Sartika, M.Pd	Palembang, 01-03-1985	S1 UPGRI, S2 Unsri	Permanent Lecturers	English/ Speaking
12.	Beny Wijaya, M,Pd	Air Itam, 29- 09-1990	S1 Unsri, S2 Unsri	Permanent Lecturer	TEFL Methodology
13.	Nova Lingga Pitaloka, M,Pd	Sungai Lilin, 26-10-1990	S1 Unsri, S2 Unsri	Permanent Lecturer	Translation/ Speech
14.	Winy agustia Riznanda, M,Pd	Palembang, 18-081983	S1 Unsri S2 Unsri	Permanent Lecturer	Structure

(Source: English Education Study Program in academic year 2017-2018)

### 2.10.5. Students in English Education Study Program

There are 760 students in English Education study program; they are from second semester until seventh semester. The table of student English Education study program is showed as the picture below:

**Table 3**

#### **The Student of English Education Study Program**

<b>No</b>	<b>Semester</b>	<b>Number of Student</b>
1.	I	122
2.	III	153
3.	V	132
4.	VII	101
5.	IX	95
6.	XI	157

<b>Total</b>	760
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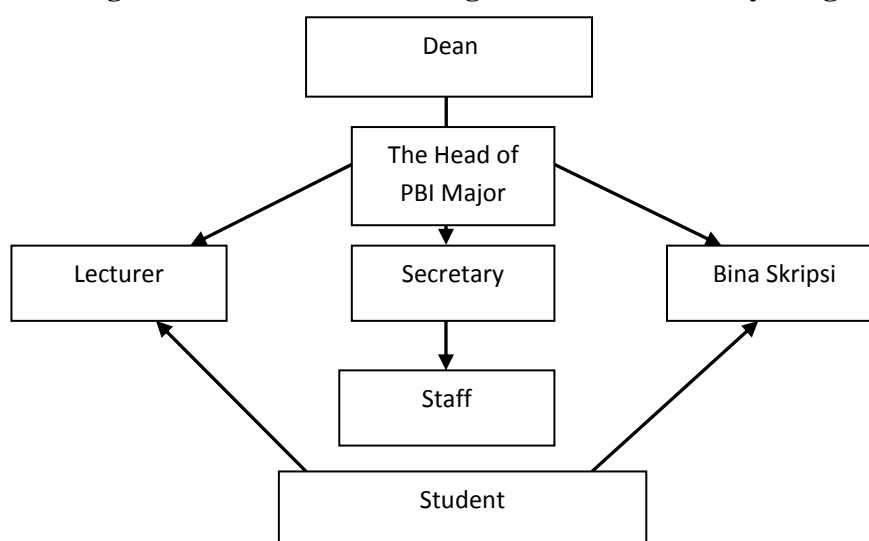
(Source: English Education Study Program in academic year 2017-2018)

### 2.10.6. Organization Structure

The organization structure is showed as the picture below:

**Table 4**

#### The organization structure of English Education Study Program



### 2.11. Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1.  $H_0$ : There is no significant correlation between students' verbal linguistic intelligence and their writing ability of English Education Study Program Students of UIN Raden Fatah Palembang.

$H_a$ : There is a significant correlation between students' verbal linguistic intelligence and their writing ability of English Education Study Program Students of UIN Raden Fatah Palembang.

2.  $H_0$ : Students' verbal linguistic intelligence does not significantly influence writing ability of English Education Study Program Students of UIN Raden Fatah Palembang.

$H_a$ : Students' verbal linguistic intelligence significantly influences writing ability of English Education Study Program Students of UIN Raden Fatah Palembang.

### **2.12. Criteria for Testing Hypothesis**

To test the hypothesis above, the researcher will use the criterions from Cresswell (2005, p.188);

1. If p- value is higher than 0.05 ( $p > 0.05$ ), the level of significance is 5%,  $H_0$  is accepted and  $H_a$  is rejected.

If p- value is less than 0.05 ( $p < 0.05$ ), the level of significance is 5%,  $H_0$  is rejected and  $H_a$  is accepted.

2. If F- obtained is lower than or same as F-table at significant level 5%,  $H_a$  is rejected and  $H_0$  is accepted.

If F- obtained is higher than F-table at significant level 5%,  $H_a$  is accepted and  $H_0$  is rejected.

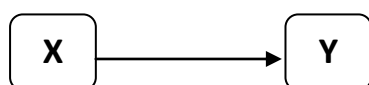
## CHAPTER III

### RESEARCH METHOD

This chapter discusses the following sub topics: (1) research design; (2) research variable; (3) operational design; (4) subject of the study; (5) data collection; (6) validity and reability; and (7) data analysis.

#### 3.1. Research Design

In conducting this study, the researcher used correlational research in terms of explanatory design to find out the correlation among variables. The procedures were, first; the researcher identified the students' verbal linguistic intelligence by using questionnaire. Second, by using writing test, the students' writing ability was obtained. Third, SPSS 20 was used in order to find out the correlation between the variables based on the result of questionnaire and writing test, and the influence of the variable(s). At last, the researcher discussed the explanation and interpretation of the results. The research design was as follows:



X = Students' verbal linguistic intelligence

Y = Students' writing skill

#### 3.2. Research Variable

According to Fraenkel et al. (2012, p. 80), a common and useful way to think about variables is to classify them as independent or dependent. Independent



variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable is student's verbal linguistic intelligence at UIN Raden Fatah Palembang, meanwhile the dependent variables is their writing ability.

### **3.3. Operational Definitions**

To avoid misunderstanding about the terms used in this study, it is necessary for the writer to define them. *Verbal Linguistic Intelligence* is the capacity to use words effectively, whether orally (e.g. as a story teller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). The Multiple Intelligence Questionnaire was use to determine the verbal linguistic profile of English Education Study Program Students of UIN Raden Fatah Palembang.

*Writing ability* is skill to produce something in written form so the students can read, perform, or use it. Writing can be used as an indirect means of communication to others to convey information. In this study, the students' writing ability had been measured by using essay writing test.

### 3.4. Subject of the study

#### 3.4.1. Population

Population is the larger group to which one hopes to apply the results (Fraenkel, Wallen, & Hyun, 2012, p. 91). The population of this study was all the active students of English Education Study Program of UIN Raden Fatah Palembang in the academic year 2017-2018. The distribution of population of the study below to:

**Table 5**  
**Distribution of Population**

Semester V	Number of Students
A	28
B	33
C	26
D	29
Total	116

*(Source: English Education Study Program of UIN)*

#### 3.4.2. Sample

In regard with Cohen, Manion & Morrison (2007), sample is smaller group or subset. It often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. The sample of this study was taken by using purposive sampling method. Sugiyono (2013, p. 215) states that purposive sampling is sampling technique with certain considerations. It is used in both qualitative and quantitative research (Johnson & Christensen, 2012, p. 235).

In this study, the student's verbal linguistic intelligence and their writing ability was correlated. Therefore, in order to know the students' writing score, a group of students who had already taken all the writing courses (writing I, writing II, and writing III) and has high verbal linguistic intelligence profile from the population was considered as the sample. Since the students of fifth semester had already finished writing course and their intelligence profile was checked before they were determined as the sample. The distribution of the sample of the study below to:

**Table 6**  
**Distribution of Sample**

<b>Semester V</b>	<b>Number of Students</b>
A	16
B	17
C	19
D	18
Total	70

### **3.5. Data Collection**

There were two kinds of instruments used to collect the data; Verbal linguistic intelligence questionnaire, and writing test.

#### **3.5.1. Verbal Linguistic Intelligence Questionnaire**

Johnson and Christensen (2012, p. 162) define questionnaire as a self-report data-collection instrument that each research participant fills out as part of a research study. It is the most frequently used data collection method in educational and evaluation research (Radhakrishna, 2007).

To obtain the information about students' multiple intelligences questionnaire by Thomas Armstrong (1995) was distributed before the writing test was conducted. There were 80 items in the questionnaire. Each item of the questionnaire has 1) strongly disagree, 2) disagree, 3) agree, 4) strongly agree, questions that be completed within 45 minutes.

### **3.5.2. Writing Test**

To obtain the students' writing ability, writing test was conducted. There were three topics given to develop by the students, *How Social Class Affects the Quality of Education*, *Student's Difficulties in Learning English*, and *The Importance of English in Modern Era*.

In assessing writing, the assessment rubric which is adopted from Diablo Valley College is applied in this study. To validate the scoring scheme, the writer used assessment rubric.

## **3.6. Validity and Reliability**

Before the questionnaire and real test are administered, the researcher will firstly consider their validity and reliability. Johnson and Christensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

### **3.6.1. Validity**

Validity is based on the view that it is essentially a demonstration that a particular instrument in fact measures what it purpose to measure (Cohen,

Manion, & Morrison, 2007, p.133), whether it represents the content, whether it is appropriate for the sample and whether it is comprehensive enough to collect all the information needed (Radhakrishna, 2007). Thus, content validity had been used.

#### **3.6.1.1. Verbal Linguistic Intelligence Questionnaire**

In this study, the questionnaire is adapted from Armstrong (1995). MI questionnaire had been validated using content validity by Mulyaningsih, Rais, and Sulistyawati (2012), Sadhegi, and Farzizadeh (2012), Wijaya (2014), Hayati, Noviaristanti, and Priyanto (2015). The results of the validity questionnaire were more than 0.70 which means the questionnaire is valid.

#### **3.6.1.2. Writing Test**

To validate the writing test, construct validity was be used by using expert judgement. The experts were asked to analyze the proposed components, as well as the sub-components. Their judgements showed that the instructions, topics, time allocation, content, and rubric were appropriate. In choosing the experts, the following criteria were considered:

1. The raters had minimal TOEFL score 550.
2. The raters had teaching experience minimal 5 years.
3. The raters were Magister graduate of English Education Study Program.

### **3.6.2. Reliability**

#### **3.6.2.1. Verbal Linguistic Intelligence Questionnaire**

Since the questionnaire is adapted from Armstrong (1995). It's also has been proved the questionnaire also reliable. Fraenkel, Wallen, and Hyun (2012, p.157) state that to decide if the questionnaire is reliable, the coefficient should be at least 0.70, preferably higher.

The reliability also was checked by Mulyaningsih, Rais, and Sulistyawati (2012), Sadhegi, and Farzizadeh (2012), Wijaya (2014), Hayati, Noviaristanti, and Priyanto (2015). The results of reliability test were more than 0.70.

#### **3.6.2.2. Writing Test**

To get the reliability of the writing test, inter-rater reliability was used. Inter-rater reliability allowed the raters to give a degree or rating to the instruments whether it was appropriate for the sample or not. Since it was measure as the result of three raters, the result showed the instruction, topic, time allocation and rubric were appropriate, and content was appropriate. Thus, writing test was reliable.

### **3.7. Data Analysis**

There were five procedures to analyze the data which function is to answer the problem. The first; researcher did the pre-requisite test. Then, the students' verbal linguistic intelligence questionnaire and writing test were observed and analyzed. The next step was, after the data from both instruments input to SPSS, answering the first problem by doing the correlation test. Then, if there was a

correlation between the variables, the analysis would be continued to establish the influence of verbal linguistic intelligence to writing ability. At last, there was descriptive analysis in order to answer the result that occurred.

### **3.7.1. Instruments Analysis**

The instruments, both verbal linguistic intelligence questionnaire and writing test, were analyzed in order to gain the data of the study.

#### **3.7.1.1. Verbal Linguistic Intelligence Questionnaire Analysis**

Firstly, the writer was used MI questionnaire by Thomas Armstrong in measuring students verbal linguistic intelligence. There were 80 items in the multiple intelligences questionnaire consisting of 10 items for each type of intelligences. Each item of the questionnaire has 1) strongly disagree, 2) disagree, 3) agree, 4) strongly agree question. Answers are score with 1-4 point. If the score of student's verbal linguistic intelligence was higher or the same as the median, the students have linguistic intelligence profile. The results will be classified for analyzing the frequency and percentage of linguistic intelligence.

**Table 7**

**The Categorization of Student's Linguistic Intelligence**

<b>No</b>	<b>Range</b>	<b>Qualification</b>	<b>Indicators</b>
1	0-15	Low	<ul style="list-style-type: none"> <li>•Frequent misspelling</li> <li>•Less communicate to other</li> <li>•Not interested in learning another language</li> </ul>

			<ul style="list-style-type: none"> <li>• Not interested in word games (Scrabble, Anagrams, or Password)</li> </ul>
2	16-28	Average	<ul style="list-style-type: none"> <li>• Spins tall tales or tells joke and stories</li> <li>• Good memory for names, places, dates, or trivia</li> <li>• Enjoy to speak or read another language</li> <li>• Enjoy word games and reading books</li> </ul>
3	29-40	High	<ul style="list-style-type: none"> <li>• Write well and good vocabulary for age</li> <li>• Spins tall tales or tells joke and stories</li> <li>• Good memory for names, places, dates, or trivia</li> <li>• Enjoy to speak or read another language</li> <li>• Enjoy word games and reading books</li> <li>• Spell words accurately and appreciates nonsense rhymes, puns, tongue twisters, etc</li> <li>• Enjoys listening to spoken word (stories, talking, or book)</li> <li>• Communicates to others in a highly verbal way</li> </ul>

(Sources: Armstrong, 2009)

### 3.7.1.2. Writing Test Analysis



Secondly, the students' writing test was analyzed by the three raters, those who validate the writing test, by using the rubric for essay writing assessment from Diablo Valley College. There were five aspects of the writing scoring system and the scale of each aspect is from one to six. As a result, the highest point of all is 30. Since there were three raters, the average points from them was determined as the students' writing ability.

The result of students' writing test was categorized into five categories as follows.

**Table 8**

**Range of Student's Writing Ability**

No.	Range	Qualification	Grade
1.	25-30	Very Good	A
2.	19-24	Good	B
3.	13-18	Average	C
4.	7-12	Poor	D
5	0-6	Very Poor	E

*(Source: Diablo Valley College)*

### **3.7.2. Pre-requisite Analysis**

Since the study is in the notion of parametric statistics, correlation and regression, it is necessary to do pre-requisite analysis. Thus, before analyzing the data, the researcher finds out whether the data distribution between the variable was normal and linear or not.

### **3.7.2.1. Normality Test**

A normality test was used to determine whether sample data had been drawn from a normally distributed population or not. It was conducted due to many parametric statistical methods, including Pearson correlation test and multiple linear regression test, require an approximately normally distributed dependent variable (Lofgren, 2013). Moreover, the researcher applied Kolmogorov-Smirnov test by using SPSS 20. The data is distributed normally if the p-value is higher than 0.05 ( $p > 0.05$ ).

### **3.7.2.2. Linearity Test**

The linearity test was conducted in order to recognize whether the correlation between the variables is linear or not. The test is established as the prerequisite test of linear regression test (Puriyatno, 2010, p. 73). Hence, test for linearity by using SPSS 20 was conducted in order to recognize whether the correlation of the variables is linear or not. Therefore, if the p-value (linearity) is less than 0.05 ( $p\text{-value} < 0.05$ ), the data correlation is linear.

### **3.7.3. Correlation Analysis**

To find out whether verbal linguistic intelligence of students, as whole, have any correlation with students' writing ability or not, Pearson- Product Moment Correlation Coefficient was used. There is no significant correlation if P-value is higher than 0.05 and there is a significant correlation if P-value is less than 0.05. After that, if there is any significant correlation between the

variables, the analysis will be continued to see if there is any significant influence between verbal linguistic intelligence and writing ability.

#### **3.7.4. Regression Analysis**

As there was probability of correlation, thus, in the study were conducted Simple Regression test in relation to see the influence of students' verbal linguistic intelligence as whole to the students' writing ability. The influence of the independent variable, verbal linguistic intelligence, was gained by looking at the coefficient determination (*R Square*). In order to know how much students' verbal linguistic intelligence influences their writing ability, the influence will be significant if F-obtained higher than F-table at significant level 5%.

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATIONS**

This chapter discusses the following sub topics: (1) research findings, (2) statistical analysis, and (3) interpretations.

#### **4.1. Research Findings**

There were two kinds of research findings in this study: (1) the result of students' verbal linguistic intelligence and (2) the result of students' writing ability.

##### **4.1.1. Result of Students' Verbal Linguistic Intelligence**

The total active students in the fifth semester of English education study program were 116 students. 90 students participated in this study, and the others did not attend when conducting this study. The 10 items of verbal linguistic intelligence questionnaire were used to investigate the participants' verbal linguistic intelligence. The items were put in a 4-point Likert-Scale from strongly agree to strongly disagree. Scoring of the scale by summing up the weight for the option selected. The students with score 29 until 40 means that high in verbal linguistic intelligence, then the students with score 16 until 28 means that had medium in verbal linguistic intelligence and the students had low verbal linguistic intelligence when getting lower than 16. From the result of students' score above, there were 70 students who have high verbal linguistic intelligence profile as participating in this study.

The descriptive statistical analysis of verbal linguistic of the students was found. The maximum score was 34, and the minimum score was 20. The mean of verbal linguistic intelligence is 30.06 and the standard deviation is 2.865.

**Table 9**  
**Descriptive Statistics of Verbal Linguistic Intelligence**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Verbal Linguistic Intelligence	90	20	34	30.06	2.865
Valid N (listwise)	90				

The result of the verbal linguistic intelligence questionnaire revealed that the majority of students, 70 out of 90 (77.8%), had high verbal linguistic intelligence and as much as 20 students out of 90 (22.2%), had medium verbal linguistic intelligence. Last but not least, there was no one categorized as low verbal linguistic intelligence. The distribution of students' verbal linguistic intelligence can be seen the table below:

**Table 10**  
**Score Distribution of Verbal Linguistic Intelligence**

Level of Verbal Linguistic Intelligence	Range Score	Number of Students	Percent (%)
High	29 – 40	70	77.8
Medium	16 – 28	20	22.2
Low	0 – 15	0	0
Total		90	100

#### 4.1.1. The Result Students' Writing Test

The descriptive statistical analysis of students' writing test was shown in Table 11. The students' score were calculated from the result of the three raters. The maximum score was 23, the lowest score was 9, the mean of students' writing test was 15.61, and the standard deviation was .8953, this mean score indicated that the level of students' writing ability is average.

**Table 11**

#### **Descriptive Statistics of Students' writing ability**

##### **Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Writing Ability	70	9	23	15.61	3.895
Valid N (listwise)	70				

For each category, 19 students had good writing ability, 33 students had average writing ability, 18 students had poor writing ability, and there was no students had very good and very poor writing ability. The distribution was presented in the following table:

**Table 12**

#### **Distribution of Student's Writing Ability**

<b>Categories of Writing Ability</b>	<b>Range</b>	<b>Number of Students</b>	<b>Percents (%)</b>
Very Good	25-30	0	0
Good	19-24	19	27.14
Average	13-18	33	47.14
Poor	7-12	18	25.71
Very Poor	0-6	0	0

Total		70	100
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## 4.2. Statistical Analysis

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students' verbal linguistic intelligence and writing ability.
3. The statistical analysis of regression analysis between students' verbal linguistic intelligence and writing ability.

### 4.2.1. Normality Test

Normality test were conducted prior to data analysis through SPSS version 20 for windows. It was fundamental to see if the distribution of data were normal for each variable and linear between variables. The data are interpreted normal if  $p > 0,05$ . If  $p < 0.05$ , it means the data are not normal. Kolmogrov-smirnov was used to see the normality.

#### 4.2.1.1. Normality Test of Verbal Linguistic Intelligence Questionnaire

The result of normality test by using Kolmogrov-smirnov of verbal linguistic intelligence questionnaire can be seen below.

**Table 13**

#### **Test of Normality of Verbal Linguistic Intelligence Questionnaire**

##### **One-Sample Kolmogorov-Smirnov Test**

		Verbal Linguistic Intelligence
N		70

Normal Parameters <sup>a,b</sup>	Mean	31.21
	Std. Deviation	1.667
	Absolute	.138
Most Extreme Differences	Positive	.138
	Negative	-.138
Kolmogorov-Smirnov Z		1.158
Asymp. Sig. (2-tailed)		.137

a. Test distribution is Normal.

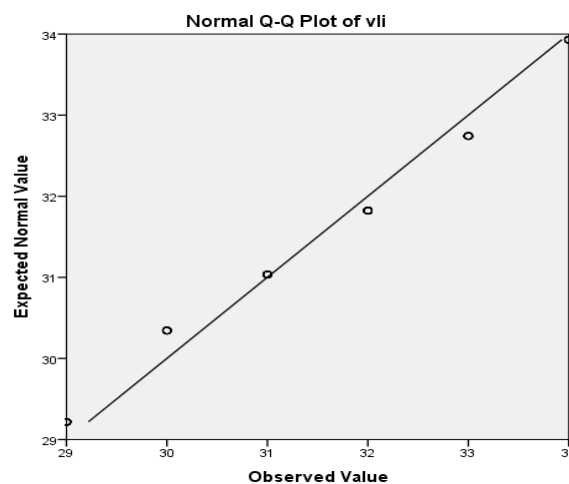
b. Calculated from data.

The data from the normality test was shown in table 13 indicated that the data of verbal linguistic intelligence was normal and appropriate for data analysis with coefficients .137. Since the significance value is higher than 0.05, it can be concluded that the data is normally distributed.

Moreover, Q-Q plot was also used to see the normality of the data distribution of verbal linguistic intelligence. The normal Q-Q plot of Verbal Linguistic Intelligence was illustrated in the following figures.

**Figure 1**

**Q-Q Plot of Verbal Linguistic Intelligence**





The Q-Q plot showed that all the circles close to the line. It can be concluded that there was a normal distribution of the data.

#### 4.2.1.2. Normality Test of Writing Test

The result of normality test by using Kolmogorov-smirnov of writing test can be seen below.

**Table 14**  
**Test of Normality of Writing Ability**  
**One-Sample Kolmogorov-Smirnov Test**

		Writing Ability
N		70
Normal Parameters <sup>a,b</sup>	Mean	15.61
	Std. Deviation	3.895
Most Extreme Differences	Absolute	.079
	Positive	.078
	Negative	-.079
Kolmogorov-Smirnov Z		.662
Asymp. Sig. (2-tailed)		.774

a. Test distribution is Normal.

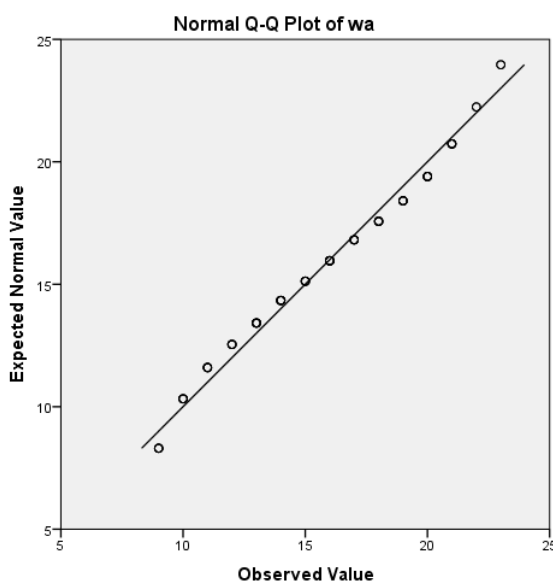
b. Calculated from data.

The data from the normality test was shown in table 14 indicated that the data of writing ability was normal and appropriate for data analysis with coefficients .774. Since the significance value is higher than 0.05, it can be concluded that the data is normally distributed.

Moreover, Q-Q plot was also used to see the normality of the data distribution of writing ability. The normal Q-Q plot of writing ability was illustrated in the following figures.

**Figure 2**

**Q-Q Plot of Writing Ability**



The Q-Q plot showed that all the circles close to the line and it is not too far from one circle to another. It can be concluded that there was a normal distribution of the data.

#### **4.2.1.3. Linearity Test**

For linearity test, deviation of linearity was obtained by using SPSS 20 in order to recognize whether the variables were linear or not. Therefore, if the probability was more than 0.05, the two variables were linear. The result of linearity test can be seen below.

**Table 15**  
**Linearity Test**

ANOVA Table				Df	Mean Square	Sig.
(Combined)				14	7.847	.000
Verbal Linguistic Intelligence * writing Ability	Between Groups	Linearity Deviation from Linearity	1	95.282	.000	.704
Within Groups			55	1.490		
Total			69			

Based on the ANOVA output table, value sig. deviation from linearity was  $.704 > 0.05$ , it can be concluded that there is a linear relationship between the variables of verbal linguistic intelligence and writing ability.

#### 4.2.2. Correlation Analysis

Related to the first problem in the research which aim was to seek the significant correlation between students' verbal linguistic intelligence and their writing ability, the researcher used Pearson Product Moment Correlation Coefficient to answer the first question. Moreover, based on the correlational analysis which can be seen in the Table 15 revealed that the correlational coefficient of the test was  $.705$ . It was showed that  $r$ -obtained ( $.705$ ) was higher than  $r$ -table ( $.235$ ), which means that there was a correlation between verbal linguistic intelligence and writing ability of the fifth semester students of English Education Study Program of UIN Raden Fatah Palembang.

**Table 16**  
**The Correlation between Students' Verbal Linguistic Intelligence and**  
**Writing Ability**  
**Correlations**

		Verbal Linguistic Intelligence	Writing Ability
Verbal Linguistic Intelligence	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	70	70
Writing Ability	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	70	70

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Moreover, since the correlational coefficient of the test was .705, Johnson and Christensen (2014, p. 340) claim that this level of correlation was strong since the correlation coefficient almost reached 1 point hence it also could be inferred that there was a strong correlation between the variable and the correlation was in the positive direction. The positive direction means the higher verbal linguistic intelligence level the students have, the higher their score of writing test.

Therefore, since the data provided that there was a significant correlation between the variables, the further analysis was conducted in the term of finding the significant influence between the variables.

#### **4.2.3. Regression Analysis**

This section answered the second research problem by analyzing the result of descriptive statistic for verbal linguistic intelligence and writing

ability. In addition, since there was significant correlation between verbal linguistic intelligence and writing ability, it can be inferred that students' verbal linguistic intelligence has significant influence on their writing ability. However, regression analysis was still used to find out if students' verbal linguistic intelligence influenced their writing ability.

**Table 17**

**The Regression Analysis of Students' Verbal Linguistic Intelligence and Writing Ability**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-35.782	6.281		-5.697	.000
	Verbal Linguistic Intelligence	1.647	.201	.705	<b>8.194</b>	.000

a. Dependent Variable: writing Ability

The result indicated that the students' verbal linguistic intelligence significantly influenced writing ability with t-value (8.194) was higher than t-table (1.667) with sig.value (.00) was lower than probability (.05). Therefore, there was significant influence between student's verbal linguistic intelligence and writing ability of the fifth semester students of English Education Study Program of UIN Raden Fatah Palembang. In addition, to know the percentage of verbal linguistic intelligence influence on writing ability, R-square was obtained. The result of the analysis shown in Table 18 below.

**Table 18**  
**R-square Analysis**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705 <sup>a</sup>	.497	.489	2.783

a. Predictors: (Constant), Verbal Linguistic Intelligence

Table 18 revealed that the R-square was .497. It means that the students' verbal linguistic intelligence gave significant effect in the level of 49.7% toward writing ability, and 50.3% was unexplained factors value.

### 4.3. Interpretation

In order to strengthen the value of this study the interpretation is made based on the result of data analysis. According to the findings, there was a significant correlation between verbal linguistic intelligence and writing ability. Also, there was a significant influence of verbal linguistic intelligence on writing ability in which verbal linguistic intelligence contributed 49.7% to students' writing ability.

Based on the result of Pearson Product Moment Correlation, it was found that there was a strong and positive correlation between verbal linguistic intelligence and writing ability of the fifth semester students of English Education Study Program of UIN Raden Fatah Palembang ( $r = .705$ ). This means that verbal linguistic intelligence had relation to their performance in writing. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English writing practices and assignments or

explores to English writing materials and interactions from printed textbooks, online media, and social network.

The data distribution shows that most of the students were in high level of verbal linguistic intelligence. This finding was the same as the study conducted by Saricaoglu and Arican (2009) imply that students were high types of intelligences and the students' success in writing, listening, and grammar. It is in line with what Hosseini (2012) within whose study the linguistic intelligence served as the best predictor of the writing performance of participants. The importance of verbal linguistic intelligence should not be ignored in current educational systems. It is because verbal linguistic intelligence can provide as a pattern in developing strategies for student success, (Armstrong, 2002). Meanwhile, the theory above gave positive impact for analyzing the data in the finding.

Next, for writing ability the data distribution shows there was a big percentage was in average score. However, there was no one in a very good level of writing ability. This might happen due to some factors involving in comprehension. Based on conducting the research in PBI A, B, C, D class, it was found that they did not focus in doing the writing test, because the research was done after they had taken subjects at college. Some of them were also doing the test by cheating with their friends. As stated by Jarvis (2000) emphasizes that many students do not enjoy writing because they feel that if they cannot do it correctly at the first time when they will never get it. Even though low and average proficiency students are recommended to write freely without worrying about their spelling and grammar, they still find it hard to express their thoughts

and feelings due to the lack of vocabulary knowledge, writing practice and reading (Muslim, 2014 p. 105).

Furthermore, the finding revealed that there was significant correlation between verbal linguistic intelligence and writing ability, and the strength of the correlation was high. It indicates that high in linguistic intelligence profile, the higher score the students get in writing ability. It is likely caused by the verbal linguistic intelligence is the ability to use a language in spoken or written form to express what is on one's mind and to understand people. It means that the core ability to use language in the spoken or written form is affected by the level of verbal linguistic intelligence. As stated by Harbi (2005, p. 3), someone who has strong verbal linguistic intelligence is he/she has highly developed skills for reading, speaking, listening, writing, and tends to think in words. Moreover, verbal linguistic intelligence gives contribution to writing ability. It deals with verbal linguistic intelligence as the core ability to use language in written form. Gardner (2006) points out that verbal linguistic intelligence is the ability or potential to find and solve the problem, it is fulfill the problem that students have which is discussed in this case is writing score. It should be verbal linguistic intelligence became the cause of student's decreased or increased score of the subject, and the result of this research showed it.

According to Gardner (1993), writing activity is an activity mastered by those who have linguistic intelligence. The characteristics of linguistic intelligence comprise; the passion of writing creatively at house, composing factious story, telling jokes and fairytale, having strong mind in memorizing



names, dates, or small things, enjoying reading books in the spare times, spelling out words fast and easily, enjoying funny rhymes and word games, enjoying crossword puzzle or playing games such as scrabble or anagram, enjoying to listening spoken words (story, radio program, reading books, etc.), having extensive vocabularies for particular age group, and having excellences at school lessons involving the activities of reading or writing. Furthermore, Armstrong (2002) mentions that one with higher linguistic intelligence may think through words, love the activities of reading, writing, telling story, and playing word games. Based on the explanation, the verbal linguistic intelligence relates closely with the English learning, and one of them involves writing skill.

The finding in the study was in line with the study of Ahmadian and Hoseini (2012). They found the relationship between language learners' multiple intelligence (MI) and their writing performance. The results of regression analysis showed that among all eight intelligences, linguistic intelligence is the best predictor of writing performance. Those who have high linguistic intelligence are well-developed in verbal skills and have sensitivity to sounds, meanings, and rhythms of words (Hampton, 2008).

Then, Sarani, Abdullah, Keshavarz, Atefeh, and Zamanpour, Enayatollah (2012) also investigate the relationship between MI sub-scales and students' EFL narrative writing composition including the writing components. The result of the research indicates that almost all of MI sub-scale has negative relationship with narrative writing composition. The positive relationship is only between narrative writing composition and verbal linguistic intelligence. It means the contribution of

students' verbal linguistic intelligence to writing ability is showed by aspects of verbal linguistic intelligence; letter, structure of word, vocabulary, grammar, and reading comprehension, which is implemented in students' writing. The example of this implementation is taken from one of the students who reach the highest score of writing ability and the second highest score of verbal linguistic intelligence.

Mulyaningsih, Rais, and Sulistyawati (2012) also indicated the existence of a significant positive correlation between of Grammar Competence, Verbal Linguistic Intelligence, and Writing Ability of Sebelas Maret University. Both grammatical competence and verbal linguistic intelligence have contribution to writing ability. In this study, the contribution of students' verbal linguistic intelligence to writing ability was showed by aspects of verbal linguistic intelligence; letter, structure of word, vocabulary, grammar, and reading comprehension, which is implemented in students' writing. Based on the result, it can be concluded that there is a positive correlation between verbal linguistic intelligence and writing ability. It means that students' verbal linguistic intelligence gives certain contribution to their writing ability and the improvement of students' verbal linguistic intelligence will be followed by their writing ability.

Nurhayati, Noviaristanti, and Priyanto (2015) conducted a research on the relationship of critical thinking, linguistic intelligence, and the writing ability of the PT. Telkom Indonesia employees. The result from this research showed that among the critical thinking levels, linguistic intelligence, and writing ability using English, the correlation was quite significant. It means that the relation among the

critical thinking level, linguistic intelligence, and writing ability were positively related. Based on the result, the increase or decrease of independent variables, critical thinking and verbal linguistic intelligence, will be followed by the increase or decrease of dependent variable, writing ability.

On the contrary, Sadhegi, and Farzizadeh (2012) conducted a research on the relationship of multiple intelligence and writing ability of Iranian EFL learners. The result showed that the components of Multiple Intelligences (linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist) did not have significant correlation with the writing ability. It indicates that the differences of means between high verbal linguistic intelligence and low one are not significant. Even though college-students with higher verbal linguistic intelligence also perform higher in writing activity, in fact, the differences between high and low verbal linguistic intelligence are not quite significant in writing activities. The level of verbal linguistic intelligence either low or high, surprisingly does not give significant effect in writing activities though students with high verbal linguistic intelligence could make better writing. This indicates that high verbal linguistic intelligence does not automatically emerge and initiate students to make better writing task.

In short, the total contribution of students' verbal linguistic intelligence and their writing ability showed significant correlation and influence. However the unexplained factors also had contribution on students's writing ability. The findings of this study may have some pedagogical implications for teachers or lecturers, students, and next researcher.

Finally, this study was successful in investigating the correlation and the influence between verbal linguistic intelligence and writing ability of the fifth semester students of English Education Study Program of UIN Raden Fatah Palembang.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusion and suggestion which is laid from all of the description, explanation and discussion from all of the previous chapters.

#### 5.1. Conclusion

Based on the findings and discussions, it was found that the finding accepted the theory that students' verbal linguistic intelligence is factor that affects their writing ability significantly. The finding indicated that the alternative hypothesis was accepted while the null hypothesis was rejected as the correlation coefficient was .705, and the p-value was .00 which was less than .05 ( $.000 < .05$ ). It can be implied that there was a significant correlation between students' verbal linguistic intelligence and writing ability of the fifth semester students of English Education Study Program of UIN Raden Fatah Palembang. This result also means that the students with high verbal linguistic intelligence profile, has good writing ability. It is proven by the Pearson Product Moment correlation coefficient result which the value is 0.705. Additionally, the linear regression analysis showed that students' verbal linguistic intelligence (49.7%) significantly influenced their writing ability.

#### 5.2. Suggestion

The results of this study show that there was a significant correlation between verbal linguistic intelligence and writing ability. It can be reached some

suggestions for the students, teachers or lecturers, and everyone involved in the teaching and learning process of writing skills.

For students, since the verbal linguistic intelligence was important to master of language, they have to improve and explore themselves in the certain learning so that they can achieve more in learning not only in writing subject but all subjects. Furthermore, this finding could imply that students still need to know and understand their intelligences. Due to this fact, since verbal linguistic intelligence contributed to the students of English Education Study Program of UIN Raden Fatah Palembang, it was suggested that lecturers should consider on the verbal linguistic intelligence as the factor that affect on language or writing. Finally, it was recommended that further research be conducted to consider whether teaching approach, teaching method, teaching strategy, or teaching technique related to develop students' verbal linguistic intelligence. Since, this study involved small number of participants, it is highly recommended to involved larger number of participant. Additionally, for future researchers who have interest in this subject and there are possibilities to correlate them with other variables since there are still many unexplained factors that can give contribution for students' writing ability.

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## Multiple Intelligences Questionnaire

Name :

Semester:

NIM :

Direction: For each of the statements below, please indicate the extent of your real condition by placing a tick (✓) in the appropriate box SD, D, A, or A.

SD : Strongly Disagree

D : Disagree

A : Agree

SA :Strongly Agree

No	Question List	SD	D	A	SA
1	Books are very important to me				
2	I can hear words in my head before I read, speak, or write them down				
3	I get more out of listening to the radio or a spoken-word recording than I do from television or films.				
4	I enjoy word games like Scrabble, Anagrams, or Password				
5	I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns				

<b>6</b>	Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.				
<b>7</b>	English, social studies, and history were easier for me in school than math and science				
<b>8</b>	Learning to speak or read another language (e.g., French, Spanish, and Germany) has been relatively easy for me.				
<b>9</b>	My conversation includes frequent references to things that I've read or heard.				
<b>10</b>	I've written something recently that I was particularly proud of or that earned me recognition from others.				
<b>11</b>	I can easily compute numbers in my head				
<b>12</b>	Math and/or science were among my favorite subjects in school				
<b>13</b>	I enjoy playing games or solving brainteasers that require logical thinking.				
<b>14</b>	I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my rosebush each week?")				
<b>15</b>	My mind searches for patterns, regularities, or logical sequences in things.				
<b>16</b>	I'm interested in new developments in science.				

<b>17</b>	I believe that almost everything has a rational explanation.				
<b>18</b>	I sometimes think in clear, abstract, wordless, imageless concepts				
<b>19</b>	I like finding logical flaws in things that people say and do at home and work.				
<b>20</b>	I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.				
<b>21</b>	I often see clear visual images when I close my eyes.				
<b>22</b>	I'm sensitive to color.				
<b>23</b>	I frequently use a camera or camcorder to record what I see around me.				
<b>24</b>	I enjoy doing jigsaw puzzles, mazes, and other visual puzzles				
<b>25</b>	I have vivid dreams at night.				
<b>26</b>	I can generally find my way around unfamiliar territory.				
<b>27</b>	I like to draw or doodle				
<b>28</b>	Geometry was easier for me than algebra in school				
<b>29</b>	I can comfortably imagine how something might appear if it were looked down on from directly				

	above in a bird's-eye view.				
<b>30</b>	I prefer looking at reading material that is heavily illustrated.				
<b>31</b>	I engage in at least one sport or physical activity on a regular basis				
<b>32</b>	I find it difficult to sit still for long periods of time.				
<b>33</b>	I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building				
<b>34</b>	My best ideas often come to me when I'm out for a long walk or a jog or when I'm engaging in some other kind of physical activity.				
<b>35</b>	I often like to spend my free time outdoors.				
<b>36</b>	I frequently use hand gestures or other forms of body language when conversing with someone.				
<b>37</b>	I need to touch things in order to learn more about them				
<b>38</b>	I enjoy daredevil amusement rides or similar thrilling physical experiences				
<b>39</b>	I would describe myself as well coordinated.				
<b>40</b>	I need to practice a new skill rather than simply reading about it or seeing a video that describes it.				

<b>41</b>	I have a pleasant singing voice				
<b>42</b>	I can tell when a musical note is off-key.				
<b>43</b>	I frequently listen to music on radio, records, cassettes, or compact discs.				
<b>44</b>	I play a musical instrument.				
<b>45</b>	My life would be poorer if there were no music in it.				
<b>46</b>	I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.				
<b>47</b>	I can easily keep time to a piece of music with a simple percussion instrument				
<b>48</b>	I know the tunes to many different songs or musical pieces.				
<b>49</b>	If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.				
<b>50</b>	I often make tapping sounds or sing little melodies while working, studying, or learning something new.				
<b>51</b>	I'm the sort of person that people come to for advice and counsel at work or in my neighborhood				
<b>52</b>	I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and				



	jogging.				
<b>53</b>	When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.				
<b>54</b>	I have at least three close friends				
<b>55</b>	I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.				
<b>56</b>	I enjoy the challenge of teaching another person, or groups of people, what I know how to do.				
<b>57</b>	I consider myself a leader (or others have called me that).				
<b>58</b>	I feel comfortable in the midst of a crowd.				
<b>59</b>	I like to get involved in social activities connected with my work, church, or community.				
<b>60</b>	I would rather spend my evenings at a lively party than stay at home alone.				
<b>61</b>	I regularly spend time alone meditating, reflecting, or thinking about important life questions.				
<b>62</b>	I have attended counseling sessions or personal growth seminars to learn more about myself				
<b>63</b>	I am able to respond to setbacks with resilience				
<b>64</b>	I have a special hobby or interest that I keep pretty				

	much to myself.				
<b>65</b>	I have some important goals for my life that I think about on a regular basis				
<b>66</b>	I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).				
<b>67</b>	I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.				
<b>68</b>	I consider myself to be strong willed or independent minded.				
<b>69</b>	I keep a personal diary or journal to record the events of my inner life.				
<b>70</b>	I am self-employed or have at least thought seriously about starting my own business				
<b>71</b>	I like to spend time backpacking, hiking, or just walking in nature.				
<b>72</b>	I belong to some kind of volunteer organization related to nature (e.g., Sierra Club), and I'm concerned about helping to save nature from further destruction.				
<b>73</b>	I thrive on having animals around the house.				
<b>74</b>	I'm involved in a hobby that involves nature in some way (e.g., bird watching).				

<b>75</b>	I've enrolled in courses relating to nature at community centers or colleges (e.g., botany, zoology).				
<b>76</b>	I'm quite good at telling the difference between different kinds of trees, dogs, birds, or other types of flora or fauna.				
<b>77</b>	I like to read books and magazines or watch television shows or movies that feature nature in some way.				
<b>78</b>	When on vacation, I prefer to go off to a natural setting (park, campground, hiking trail) rather than to a hotel/resort or city/cultural location.				
<b>79</b>	I love to visit zoos, aquariums, or other places where the natural world is studied.				
<b>80</b>	I have a garden and enjoy working regularly in it.				

## **WRITING TEST**

**Name** :

**Semester** :

**Class** :

**Direction:**

1. Write an academic essay that consists of at least 250 words.
2. Time limit is 45 minutes.
3. Choose one the following topics:
  - a. The Importance of English in Modern Era
  - b. How Social Class Affects in quality of Education.
  - c. Student's Difficulties in Learning English.



## Rubric for Essay Writing Assessment

	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	A level 6 essay will be characterized by most of the following features	A level 5 essay will be characterized by most of the following features	A level 4 essay will be characterized by most of the following features	A level 3 essay will be characterized by most of the following features	A level 2 essay will be characterized by most of the following features	A level 1 essay will be characterized by most of the following features
<b>Ideas</b>	Displays originality and depth of thought. Expresses ideas fluently and gracefully.	Displays clear thinking. Expresses ideas clearly.	Conveys basically intelligible ideas. Style is bland, pedantic or formulaic	Conveys simplistic ideas. Lack of vocabulary hinders clarity of expression.	Reveals confusion or takes an extremely simplistic approach to the prompt.	Demonstrates confusion or inability to comprehend the prompt.
<b>Organization</b>	Shows a sophisticated sense of paragraph and essay organization and links paragraphs smoothly with effective transitions.	Shows competence in organization but lacks sophistication. Paragraphs are well developed but lack appropriate transitions	Shows attempt to organize an essay with a thesis. Demonstrates ability to organize individual paragraphs although organization unevenly developed or formulaic and transitions generally lacking.	Shows attempt to organize an essay and limited ability to organize individual paragraphs but paragraphs are formulaic, underdeveloped and repetitive. Transitions generally lacking.	Shows inability to organize an essay. Paragraphs are not carefully and logically developed. Transitions are missing or inappropriate so that relationships between ideas are illogical.	Shows inability to organize thoughts into paragraphs. Essay may be one rambling paragraph or a series of insubstantial paragraphs.
<b>Sentences</b>	Shows ability to structure sentences to advantage, exhibiting a sophisticated command of sentence variety. (Errors, if any, appear to be proofreading lapses.)	Uses some varied sentence patterns with only occasional errors in structure. (Errors appear due to carelessness or to mishandling of such features as colons or semicolons.)	Uses basically the same sentence patterns throughout the essay with some errors in structure. (Errors appear due to confusion with compound or complex sentences.)	Lacks sentence variety and contains errors in structure. (Errors appear due to inability to write compound or complex sentences.)	Uses simple sentences excessively. Contains frequent errors in structure. (Errors appear due to confusion with boundaries.)	Contains frequent fundamental sentence errors. May contain many run-ons and fragments. (Errors appear due to inability to write simple sentences.)

<b>Mechanics</b>	Virtually free of punctuation, capitalization, spelling, usage and ESL errors	Contains only occasional punctuation, capitalization spelling, usage and ESL errors.	Contains some common punctuation, capitalization spelling, usage and ESL errors.	Contains many common punctuation, capitalization spelling, usage and ESL errors, though the errors are not frequent enough to be distracting.	Contains serious punctuation, capitalization spelling, usage, and ESL errors which interfere with meaning.	Contains frequent intrusive punctuation, capitalization spelling, usage and ESL errors which hinder communication.
<b>Vocabulary</b>	Displays sophisticated vocabulary range and exceptional facility with the language.	Shows a good vocabulary range and good command of the language.	Exhibits generally competent language use with some awkwardness in syntax.	Exhibits some problems in diction and syntax but they do not interfere with readability.	Lacks control over diction and syntax which interferes with meaning.	Diction and syntax are so garbled as to render the writing nearly incomprehensible .

*(Diablo Valley College)*

### Scores of MI Questionnaire

<b>No</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>Total</b>	<b>Level</b>
<b>1</b>	4	3	3	3	2	3	2	3	3	3	29	High
<b>2</b>	3	3	4	3	3	3	3	2	3	2	29	High
<b>3</b>	3	2	3	3	3	3	3	3	3	3	29	High
<b>4</b>	4	3	4	4	3	3	4	4	4	3	33	High
<b>5</b>	4	3	3	3	3	3	3	2	3	3	30	High
<b>6</b>	3	3	4	3	3	3	3	4	3	2	31	High
<b>7</b>	3	3	4	3	3	3	4	3	3	3	32	High
<b>8</b>	4	3	3	4	3	4	4	2	3	3	33	High
<b>9</b>	4	2	3	3	3	2	4	3	3	3	30	High
<b>10</b>	4	4	3	3	3	3	4	3	3	3	33	High
<b>11</b>	4	3	3	4	3	3	4	2	3	3	32	High
<b>12</b>	3	3	3	4	3	3	3	2	3	3	30	High
<b>13</b>	3	3	3	4	3	3	4	2	3	4	32	High
<b>14</b>	3	3	3	3	3	3	3	3	3	2	29	High
<b>15</b>	3	3	3	2	4	3	4	3	3	3	31	High
<b>16</b>	3	3	3	3	3	3	2	4	3	4	31	High
<b>17</b>	3	3	2	4	3	3	4	3	3	3	31	High
<b>18</b>	4	3	3	1	3	4	3	2	3	3	29	High
<b>19</b>	4	4	4	4	3	3	3	2	3	3	33	High



<b>20</b>	4	3	2	2	4	2	3	3	3	3	29	High
<b>21</b>	3	3	2	3	2	3	4	2	4	3	29	High
<b>22</b>	2	3	3	3	3	4	2	3	4	2	29	High
<b>23</b>	4	2	2	4	3	3	2	3	3	3	29	High
<b>24</b>	4	2	3	3	2	4	3	2	3	3	29	High
<b>25</b>	4	3	3	3	3	3	2	3	3	3	30	High
<b>26</b>	4	3	3	3	3	3	2	3	3	3	30	High
<b>27</b>	4	3	3	3	3	2	3	2	3	4	30	High
<b>28</b>	3	3	3	2	3	3	4	3	3	4	31	High
<b>29</b>	4	3	3	3	3	3	3	3	3	3	31	High
<b>30</b>	4	4	3	2	3	3	3	3	3	3	31	High
<b>31</b>	3	3	3	4	3	3	4	2	3	3	31	High
<b>32</b>	4	3	3	3	4	3	3	2	3	3	31	High
<b>33</b>	3	3	3	3	3	3	3	4	2	3	30	High
<b>34</b>	4	3	3	4	4	4	3	2	3	4	34	High
<b>35</b>	4	3	3	4	3	4	2	3	4	4	34	High
<b>36</b>	4	3	3	3	3	2	4	2	3	3	30	High
<b>37</b>	4	3	3	4	3	3	3	4	3	3	33	High
<b>38</b>	4	3	3	3	3	3	4	3	3	3	32	High
<b>39</b>	4	3	3	3	3	3	3	3	3	3	31	High
<b>40</b>	2	3	3	4	4	3	4	3	4	4	34	High

<b>41</b>	4	3	4	4	4	3	3	2	3	3	33	High
<b>42</b>	4	3	4	4	3	4	3	4	3	2	34	High
<b>43</b>	4	3	3	4	4	3	3	3	3	3	33	High
<b>44</b>	4	3	4	4	1	3	2	3	4	4	32	High
<b>45</b>	2	4	3	2	3	4	4	3	3	4	32	High
<b>46</b>	3	3	3	3	2	4	3	4	3	4	32	High
<b>47</b>	4	2	4	4	3	4	4	3	3	3	34	High
<b>48</b>	3	3	3	3	3	3	4	3	3	3	31	High
<b>49</b>	3	3	3	3	3	2	3	3	3	3	29	High
<b>50</b>	4	3	4	3	3	3	3	4	3	3	33	High
<b>51</b>	4	3	4	4	3	3	3	3	3	3	33	High
<b>52</b>	4	4	4	4	1	3	4	3	3	4	34	High
<b>53</b>	3	3	4	2	3	3	3	2	3	3	29	High
<b>54</b>	4	2	4	3	3	4	3	3	3	3	32	High
<b>55</b>	4	3	3	1	4	4	3	3	3	4	32	High
<b>56</b>	3	3	4	4	3	3	4	3	3	3	33	High
<b>57</b>	3	3	3	4	3	3	3	4	3	2	31	High
<b>58</b>	3	3	3	2	4	3	3	2	3	3	29	High
<b>59</b>	2	2	3	4	3	3	4	2	3	3	29	High
<b>60</b>	3	3	4	1	4	4	4	4	3	4	34	High
<b>61</b>	4	3	2	4	2	4	2	4	2	3	30	High

<b>62</b>	4	3	2	3	3	3	3	2	3	3	29	High
<b>63</b>	3	3	3	3	3	3	4	4	4	3	33	High
<b>64</b>	4	3	4	4	3	3	4	1	3	3	32	High
<b>65</b>	2	1	4	4	3	3	1	3	4	4	29	High
<b>66</b>	4	3	2	4	4	3	4	2	3	4	32	High
<b>67</b>	3	4	3	4	3	3	4	2	3	3	32	High
<b>68</b>	3	3	3	3	3	3	2	4	3	3	30	High
<b>69</b>	4	3	2	4	3	4	4	2	3	3	32	High
<b>70</b>	3	3	4	4	3	3	3	4	2	3	32	High
<b>71</b>	3	3	2	2	3	3	3	2	3	3	27	Moderate
<b>72</b>	3	2	2	2	2	3	2	3	3	3	25	Moderate
<b>73</b>	3	3	2	3	3	2	3	1	2	2	24	Moderate
<b>74</b>	3	2	3	1	2	3	3	2	2	2	24	Moderate
<b>75</b>	2	2	2	4	3	3	4	3	1	4	28	Moderate
<b>76</b>	2	3	2	3	3	3	4	2	3	3	28	Moderate
<b>77</b>	3	3	1	3	3	3	3	3	3	3	28	Moderate
<b>78</b>	3	3	3	3	3	1	3	2	3	3	27	Moderate
<b>79</b>	3	3	3	3	3	2	3	1	3	3	27	Moderate
<b>80</b>	3	3	3	3	3	2	3	2	3	3	28	Moderate
<b>81</b>	3	2	1	3	3	3	4	2	2	3	25	Moderate
<b>82</b>	4	2	2	2	3	4	2	2	3	3	27	Moderate

<b>83</b>	3	3	3	3	2	3	1	3	3	3	27	Moderate
<b>84</b>	2	2	3	3	2	2	2	3	3	2	24	Moderate
<b>85</b>	2	4	3	2	3	3	2	3	3	3	28	Moderate
<b>86</b>	3	3	3	3	3	2	2	2	2	2	25	Moderate
<b>87</b>	3	2	3	2	3	3	2	3	3	3	27	Moderate
<b>88</b>	3	2	3	3	3	2	3	2	3	4	28	Moderate
<b>89</b>	1	2	2	2	3	2	2	2	2	2	20	Moderate
<b>90</b>	2	2	2	3	3	2	2	2	2	2	21	Moderate

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
<b>Verbal Linguistic Intelligence</b>	<b>90</b>	<b>20</b>	<b>34</b>	<b>30.06</b>

### Score of Writing Test

No	Name	Rater 1	Rater 2	Rater 3	Total	mean
1	P 1	8	11	8	27	9
2	P 2	10	11	12	33	11
3	P 3	13	15	14	42	14
4	P 4	23	23	23	69	23
5	P 5	6	12	12	30	10
6	P 6	22	18	17	57	19
7	P 7	21	22	20	63	21
8	P 8	20	20	23	63	21
9	P 9	13	17	12	42	14
10	P 10	16	21	17	54	18
11	P 11	19	21	23	63	21
12	P 12	7	10	13	30	10
13	P 13	15	19	20	54	18
14	P 14	6	12	15	33	11
15	P 15	9	12	12	33	11
16	P 16	19	17	18	54	18
17	P 17	10	17	15	42	14
18	P 18	6	12	12	30	10
19	P 19	13	21	20	54	18
20	P 20	6	14	13	33	11
21	P 21	7	11	12	30	10
22	P 22	7	11	15	33	11
23	P 23	14	15	13	42	14
24	P 24	5	10	12	27	9
25	P 25	10	17	15	42	14

26	P 26	7	10	10	27	9
27	P 27	10	17	15	42	14
28	P 28	15	17	13	45	15
29	P 29	17	14	14	45	15
30	P 30	13	16	17	45	15
31	P 31	14	15	17	45	15
32	P 32	6	10	11	27	9
33	P 33	14	17	14	45	15
34	P 34	18	18	18	54	18
35	P 35	22	21	23	66	22
36	P 36	15	17	16	48	16
37	P 37	12	17	19	48	16
38	P 38	18	15	15	48	16
39	P 39	9	18	12	39	13
40	P 40	26	21	22	69	23
41	P 41	14	19	18	51	17
42	P 42	16	22	19	57	19
43	P 43	14	20	14	48	16
44	P 44	16	22	19	57	19
45	P 45	12	20	19	51	17
46	P 46	17	17	14	48	16
47	P 47	18	21	18	57	19
48	P 48	11	13	12	36	12
49	P 49	9	13	17	39	13
50	P 50	23	21	22	66	22
51	P 51	21	18	21	60	20
52	P 52	15	22	23	60	20

53	P 53	9	14	16	39	13
54	P 54	21	23	19	63	21
55	P 55	19	20	21	60	20
56	P 56	18	18	21	57	19
57	P 57	13	17	18	48	16
58	P 58	14	17	17	48	16
59	P 59	18	21	12	51	17
60	P 60	20	20	23	63	21
61	P 61	15	16	20	51	17
62	P 62	19	19	22	60	20
63	P 63	20	21	19	60	20
64	P 64	9	13	17	39	13
65	P 65	9	15	12	36	12
66	P 66	7	14	18	39	13
67	P 67	9	16	14	39	13
68	P 68	12	12	12	36	12
69	P 69	10	21	20	51	17
70	P 70	8	16	12	36	12

**Descriptive Statistics**

	N	Minimum	Maximum	Mean
Writing Ability	70	9	23	15.61

## DOCUMENTATION





