

## Linguistic Intelligence and Sentence Structure Mastery towards Students Writing Skill in Recount

Ulfa Wulan Agustina

<sup>1</sup> Universitas KH . A Wahab Hasbullah/ English Departement/ Education Faculty  
Email: [ulfa.wulanagustina@unwaha.ac.id](mailto:ulfa.wulanagustina@unwaha.ac.id)



©2018 –JoESM Universitas KH. A. Wahab Hasbullah Jombangini adalah artikel dengan akses terbuka dibawah licenci CC BY-NC-4.0 (<https://creativecommons.org/licenses/by-nc/4.0/>).

### ABSTRACT

*This research is a kind of survey and aims to find out and analyze empirically the effects of linguistic intelligence and sentence structure towards student's writing skill in recount. The observed population of this research is students of private junior high schools in Depok West Java. The sample was gained through simple random sampling, which means that the researcher mixed the subjects in the population so that they will be considerably the same. This research has 3 variables which are divided into 2 independent variables (linguistic intelligence and sentence structure) and 1 dependent variable (writing skill in recount). The collection of the data is done by questionnaire and written tests for both independent and dependent variables. The gained data was then analyzed by using correlation technique and multiple regressions. Previously, the prerequisite tests before examining the regression test must be accomplished, such as normality test and linearity test. The result of this research is: 1) There are any significant effects of linguistic intelligence and sentence structure altogether towards student's reading comprehension and it is proved by  $F_o = 13,014$  and  $Sig.=0.001 < 0.05$ ) There is a significant effect of linguistic intelligence towards student's writing skill in recount and it is proved by  $t_o = 3,378$  and  $Sig.=0.000 < 0.05$ ) There , , is a significant effect of sentence structure towards student's writing skill in recount and it is proved by  $t_o = 2,577$  and  $Sig.=0.012 < 0.05$ . It means that the student's writing skill in recount is strongly influenced by linguistic intelligence and sentence structure of his/her own.*

**Keywords:** *Linguistic intelligence, Sentence structure, recount writing skill*

### INTRODUCTION

In the process of teaching and learning English, students are required to master four basic skills; they are speaking, reading, writing, and listening. Writing is different with other basic skills in English. In writing, writer does not face the reader directly. So, if there are mistakes or structural error, writer cannot overcome it with body language, face Expression, or speaking tone.

These mistakes will results in different understanding. After all, being a good writer requires the competency in writing theory. Therefore, the information can be completely delivered to the reader.

Moreover there are many kinds of languages and it is use to communicate with foreign people. One of them is English language. For Indonesian people

English language becomes a foreign language and it is the key to communicate with foreign people.

Now days, the capability of using English language is very important and needed. Because most of knowledge and technology written in English language.

English has four basic skills, they are speaking, listening, reading, and writing. Listening and reading are commonly mentioned as passive skill, while writing and speaking are considered as active skills. The four skills are important in learning English.

For Junior High School to master a writing skill is very important. Because it is become the ultimate goal in their study. Based on the literary level, Junior High School student expect able to make an essay well. Their capability of writing

## Linguistic Intelligence and Sentence Structure Mastery towards Students Writing Skill in Recount

English becomes their provisions to continue the study in college or may be abroad.

On the other hand, writing does not flow smoothly. We write a few lines, re-read them, edit what we have written necessary, and then carry on the process-we are constantly checking for correctness

### METHOD

This chapter will discuss related literature to the variables; there are writing skill, linguistic intelligence, and sentence structure. These three variables will be explained one by one.

#### 1. Nature of Writing

Writing is a means of communication you must consciously learn. Writing communicates without facial expressions, gestures, or body English of any kind. Writing is solitary act. Different from when you talk to some one who talks back, who raises questions, but when you write, you work alone. Good writing requires a good working knowledge of grammar, a refinement of the basic knowledge. But good writing is more than the act of obeying grammar rules. It is also the art of using rhetoric, of arranging words, phrases, sentences, and paragraph. Improving writing skill is not only possible but also important. Wyrick (1996:23) states, "Writing is a skill that can be learned." Writing help us to explore our own thought and feelings. Writing forces us to articulate our ideas, to discover what we really think about an issue.

##### a) Definition of recount text

Recount text is similar to the anecdote when see aim to explain an event that have already passed. The main difference is that it has elements of amusing anecdotes and entertaining. Because of these differences and then recount anecdote as well as generic structure elements are also lexicon grammatical.

Generic structure of recount text.

A recount text has the following generic /schematic structure.

Orientations : provides the setting and introduce participants.

Events : tell what happened, in what sequence

Re-orientation : optional closure of events

#### b) The Kind and the model of recount text.

##### 1) Personal recount

Personal recount text retelling of an activity that the writer/speaker has been personally involve in, such as: biography, autobiography. These usually retell an event that the writer was personally involved in.

The characteristic of personal recount it consist of personal pronoun such us I, we. Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time.

##### 2) Factual recount.

Factual recount is recording the particular of an accident, such as: report of a scientific experiment, police report, news report, historical account. A factual recount refers to an accurate memory of an event. A factual recount is an objective retelling of a true event or events by someone who is not personally involved in the situation. Its purpose is either to inform, entertain or both.

This factual recount text has some characteristic such as:

- Details are selected to help the reader reconstruct the activity or incident
- The ending may describe the outcome of the activity, eg. in a science activity
- Details of time, place and incident need to be clearly stated.

##### 3) Imaginative recount

Imaginative recount is writing an imaginary role and giving details of events. Imaginative of recount text is the story of unreal events such as the reading story for language class etc.

The characteristic of Imaginative Recount are:

- Usually written in the first person.
- It may be appropriate to include personal reactions.

#### 2. The meaning of linguistic intelligence

##### A. Definition of linguistic

Every human knows at least one language, spoken or signed. According to W. Nelson

(2001: 14) states Linguistics is the science of language, including the sounds, words, and grammar rules. Words in languages are finite, but sentences are not. It is this creative aspect of human language that sets it apart from animal languages, which are essentially responses to stimuli.

The rules of a language, also called grammar, are learned as one acquires a language. These rules include phonology, the sound system, morphology words into sentences, semantics, the ways in which sounds and meanings are related, and the lexicon, or mental dictionary of words. When you know a language, you know words in that language, i.e. sound units that are related to specific meanings. However, the sounds and meanings of words are arbitrary.

### **B. Definition of intelligence**

Gardner (1983a) advanced a controversial theory of intelligence that blew a part the traditional thoughts of IQ. According to Gardner (1983) children are different; they come with different skills, abilities, personalities, and ways of doing things and with different exposures to oral or written language. These types of intelligences or differences when recognized in schools boost students' self-esteem by simply calling attention to their talents.

Multiple Intelligences (MI) theory seemed to say that a child who performed poorly in math and reading had just as a great chance as anyone else being successful in music, art, physical education, or even geography; everyone could be smart in some way.

Gardner (1983) introduced Multiple Intelligences (MI) theory in his book, *Frames of mind*, in which he described seven different forms of knowing, which was a much more comprehensive picture of intelligence.

### **C. The meaning of linguistic intelligence**

**Linguistic Intelligence** is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people.

From a very early age we have all been encouraged to develop the art of communication. Even if we do

not consider ourselves to be particularly talented, we have at least learned sufficient so as to interact fairly successfully with others. There are however, individuals who have developed their linguistic skills to the point where it becomes an art. They have the ability to write and/or talk fluently, utilizing a broad vocabulary to express the precise meaning of what they wish to convey and they can speak almost melodically with changing intonations and rhythms of sound to express feelings and promote memory.

The precise definition of Linguistic Intelligence has been defined by Howard Gardner as sensitivity to the meaning of words, the order among words, sounds, rhythms, and inflections, different functions of language, phonology, syntax and pragmatic.

Individuals with Linguistic Intelligence will have one or more of the following skills:-

- Express Sensitivity - The ability to listen carefully to others language and language patterns and to communicate expressively (primarily orally) with appropriate sensitivity.
- Rhetorical Skills - The ability to use language as a tool for persuasion and effect through negotiation.
- Literature Skills - The ability to choose words well when writing in order to generate the right emotional tone for example when writing letters, poems, stories or when creating reports.
- A good verbal memory for what is read, spoken or written.

The advantages of developing ones Linguistic Intelligence further are many. We use language to explain, persuade, sell, argue, speak publicly, describe, and write and so on. It is a skill used extensively by lawyers, politicians, businessmen – and London taxi drivers

## **FINDING AND DISCUSSION**

### **Finding**

### **Table 4.1 Statistic**

**Linguistic Intelligence and Sentence Structure Mastery towards Students Writing Skill in Recount**

**result Recount Writing skill Variable**

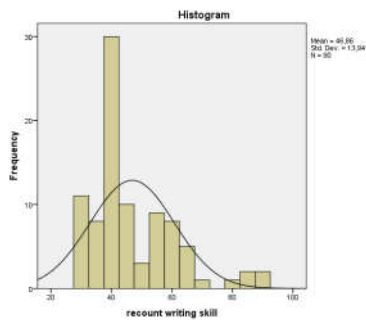
Statistics		
recount writing skill		
N	Valid	90
	Missing	0
Mean		46,56
Median		41,50
Mode		40
Std. Deviation		13,941
Skewness		1,214
Std. Error of Skewness		,254
Kurtosis		1,344
Std. Error of Kurtosis		,503
Range		60
Minimum		30
Maximum		90

From the table above shows that the highest value of 90 and 30 for the lowest value with the range of 60 points. Average of 60 , median 41,50 mode of 40 and standard deviation 13.941.

**Table 4.2 Distribution of frequency Writing Skill Variable**

recount writing skill					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	30	11	12,2	12,2	12,2
	33	1	1,1	1,1	13,3
	35	7	7,8	7,8	21,1
	40	22	24,4	24,4	45,6
	41	4	4,4	4,4	50,0
	42	4	4,4	4,4	54,4
	45	9	10,0	10,0	64,4
	46	1	1,1	1,1	65,6
	50	3	3,3	3,3	68,9
	54	2	2,2	2,2	71,1
	55	5	5,6	5,6	76,7
	57	2	2,2	2,2	78,9
	58	2	2,2	2,2	81,1
	60	6	6,7	6,7	87,8
	65	5	5,6	5,6	93,3
	70	1	1,1	1,1	94,4
	80	1	1,1	1,1	95,6
	85	2	2,2	2,2	97,8
	88	1	1,1	1,1	98,9
	90	1	1,1	1,1	100,0
Total	90	100,0	100,0		

**Figure 4.1 Histogram of Writing skill**



**Linguistic intelligence Variable**

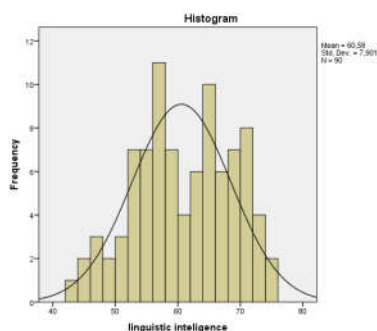
**Table 4.3 Statistic result of Linguistic intelligence variable**

Statistics		
linguistic intelligence		
N	Valid	90
	Missing	0
Mean		60,58
Median		61,00
Mode		65
Std. Deviation		7,901
Skewness		-,201
Std. Error of Skewness		,254
Kurtosis		-,852
Std. Error of Kurtosis		,503
Range		32
Minimum		43
Maximum		75

**Table 4.4 Distribution of frequency linguistic intelligence Variable**

linguistic intelligence				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	1	1,1	1,1
	44	1	1,1	2,2
	45	1	1,1	3,3
	46	1	1,1	4,4
	47	2	2,2	6,7
	49	2	2,2	8,9
	50	2	2,2	11,1
	51	1	1,1	12,2
	52	4	4,4	16,7
	53	3	3,3	20,0
	54	3	3,3	23,3
	55	4	4,4	27,8
	56	5	5,6	33,3
	57	6	6,7	40,0
	58	4	4,4	44,4
	59	3	3,3	47,8
	61	4	4,4	52,2
	62	3	3,3	55,6
	63	3	3,3	58,9
	64	2	2,2	61,1
	65	8	8,9	70,0
	66	1	1,1	71,1
	67	5	5,6	76,7
	68	2	2,2	78,9
	69	5	5,6	84,4
	70	4	4,4	88,9
	71	4	4,4	93,3
	72	3	3,3	96,7
	73	1	1,1	97,8
	74	1	1,1	98,9
	75	1	1,1	100,0
Total	90	100,0	100,0	

**Figure 4.2 Histogram of linguistic intelligence variable**



**Sentence Structure Mastery**

Descriptively descriptive SPSS output for sentence structure variable shown in the output below:

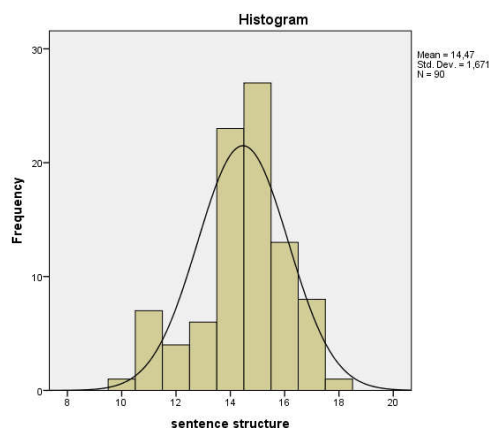
**Table 4.5 Statistic Result of Sentence structure Mastery**

Statistics		
sentence structure		
N	Valid	90
	Missing	0
Mean		14,47
Median		15,00
Mode		15
Std. Deviation		1,671
Skewness		-,584
Std. Error of Skewness		,254
Kurtosis		,207
Std. Error of Kurtosis		,503
Range		8
Minimum		10
Maximum		18

**Table 4.6 Distribution of frequency sentence structure variable**

sentence structure					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	10	1,1	1,1	1,1	1,1
	11	7,8	7,8	8,9	8,9
	12	4,4	4,4	13,3	13,3
	13	6,7	6,7	20,0	20,0
	14	25,6	25,6	45,6	45,6
	15	30,0	30,0	75,6	75,6
	16	14,4	14,4	90,0	90,0
	17	8,9	8,9	98,9	98,9
	18	1,1	1,1	100,0	100,0
Total	90	100,0	100,0		

**Figure 4.3 Histogram of Sentence structure Mastery**



**Table 4.7 Result of Normality test**

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	Standardized Residual
N		90	90
Normal Parameters <sup>a,b</sup>	Mean	0E-7	0E-7
	Std. Deviation	13,48809792	,98870020
Most Extreme Differences	Absolute	,131	,131
	Positive	,131	,131
	Negative	-,081	-,081
Kolmogorov-Smirnov Z		1,241	1,241
Asymp. Sig. (2-tailed)		,092	,092

a. Test distribution is Normal.

b. Calculated from data.

From the data Processing Unstandardized Residual = 0,092 and Standardized Residual = 0,092. From these result it can be concluded that all variables are normally distributed, so parametric statistic analysis can be performed.

**Linguistic Intelligence and Sentence Structure Mastery towards Students Writing Skill in Recount**

**Table 4. 8 Result of Multicollinearity Test**

Model		Collinearity Statistic	
		Tolerance	VIF
1	(Constant)		
	linguistic intelligence	,979	1,021
	sentence structure	,979	1,021

From the table shown that VIF for both variables at 1,021 so it can be concluded multicollinearity did not occur, and test of hypothesis using multiple regression can be performed.

a. Calculating of linearity X1 to Y

**Table 4.9 result of linearity test x1 to y**

			Sum of Squares	df	Mean Square	F	Sig.
recount writing skill * linguistic intelligence	Between Groups	(Combined)	4012,789	30	133,760	,594	,939
		Linearity	652,157	1	652,157	2,896	,094
		Deviation from Linearity	3360,632	29	115,884	,515	,973
	Within Groups		13284,333	59	225,158		
Total			17297,122	89			

From the table above calculations, the value obtained sig = 0,973 so it can be concluded that the linear regression is formed.

b. Calculating of linearity X2 to Y

**Table 4. 10 Result of linearity test x2 to y**

			Sum of Squares	df	Mean Square	F	Sig.
recount writing skill * sentence structure	Between Groups	(Combined)	1657,215	8	207,152	1,073	,390
		Linearity	302,385	1	302,385	1,566	,214
		Deviation from Linearity	1354,830	7	193,547	1,002	,436
	Within Groups		15639,907	81	193,085		
Total			17297,122	89			

From the table above calculations, the value obtained sig = 0,436 so it can be concluded that the linear regression is formed.

**Table 4.11 Multiple of Correlation coefficient**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,253 <sup>a</sup>	,064	,042	13,642

a. Predictors: (Constant), sentence structure, linguistic intelligence

b. Dependent Variable: recount writing skill

**Table 4.12 Result of significant regression test**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1105,460	2	552,730	2,970	,057 <sup>b</sup>
	Residual	16191,662	87	186,111		
	Total	17297,122	89			

a. Dependent Variable: recount writing skill

b. Predictors: (Constant), sentence structure, linguistic intelligence

**Table 4.13 Calculating of Equation multiple regression**

**Coefficients ( a )**

Model	Unstandardize d Coefficients		Standardize d Coefficients	t	Sig.
	B	Std. Error			
(Constant )	3,83	18,127		,211	,83
1 linguistic intelligence	,384	,185	,218	2,077	,041
e sentence structure	1,365	,875	,164	1,561	,122

- a. Dependent Variable: recount writing skill

## Discussion

The researcher analyzes the data from the tests and questionnaire. Data are taken from student's Linguistic intelligence test, Sentence structure mastery questionnaire, and student's English writing test out of 80 respondents where all the data are previously found to be valid and reliable. The aim of the analysis is to find out and give the information of the research findings based on the data and variables of the research subject. Therefore, all data will be analyzed by using *Statistical Program for Social Science (SPSS) version 20.0 for Windows* in order to get the results of the relationships among variables.

Data of student's Linguistic intelligence are taken from an objective test in the questionnaire consists of 18 items out of 80 respondents. Each item will be grade based on preference refer to *Likert* scale (1 – 5 range). It is known that the score are in the range 66 – 88. It means that the minimum score is 66 and the maximum score is 88. The student's Linguistic intelligence level of the respondents is on the average 76,08 (*mean*), standard deviation 5,493, *median* (score at center of distribution) 76,00 and *mode* (most frequently score in the data set) 70. The score of standard deviation is 5,493. It shows that the disparity of Linguistic intelligence among the respondents is relatively low. So we can conclude that Linguistic intelligence level of the respondents is homogenous.

From the description, we either can see that the average score and *median* score is almost the same, by 76,08 and 76,00. It means that the data of Linguistic intelligence level is quite representative. Meanwhile, the upper student's Linguistic intelligence level which is higher than that of the average, it indicates that the respondents who possess the upper-level of Linguistic intelligence are more than those of the lower-level ones.

## CONCLUSION AND SUGGESTION

After conduct this study the researcher conclude that linguistic intelligence is strongly influenced toward student writing skill and also sentence structure.

This statement is suppose by the data which has provided before. This study is to measure the correlation between linguistic intelligence and their capability of writing and sentence structure.

## REFERENCE

- Arikunto, Suharsimi, 2002. *Prosedur penelitian: suatu pendekatan praktik*. Jakarta : Rinek Cipta
- Azar, Betty Schramper 1989 *Understanding and using English grammar second edition* USA : Prentice Hall Regent
- Cavendish, Marshall 2005 *Fly test young learners go* New york : Cambridge press.
- Langan, John. 1986 *College writing skill with reading*, Singapore : McGraw- Hill Book company
- Pardiyono. 2006. *Writing Clues for better writing competence*. Yogyakarta: Andi Jogja

*Ulfa Wulan Agustina*

**Linguistic Intelligence and Sentence Structure Mastery  
towards Students Writing Skill in Recount**

40