THE CORRELATION BETWEEN LINGUISTIC INTELLIGENT AND STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

Indah Lestari[1] Universitas PGRI Yogyakarta, indahlestarii2199@gmail.com
Rudha Widagsa[2], Universitas PGRI Yogyakarta, widagsa@upy.ac.id,

ABSTRACT

The role of linguistic intelligent in learning a foreign language particularly in writing skill has received increased attention across a number of disciplines in recent years. This study aims to investigate the correlation between linguistic intelligence and students' ability to write descriptive texts. This quantitative research was conducted at a vocational high school in Central Java, Indonesia in January 2022. The data was collected through a questionnaire instrument and a descriptive text writing test of 80 samples from 394 populations. The data analysis technique employed product moment and descriptive analysis using SPSS. The result of the study shows the significance value obtained from the product moment correlation = 0.528 and the significance value 0.000 < probability 0.05, which means the hypothesis (H0) was rejected and the hypothesis in this study (Ha) was accepted. Based on the statistical analysis, this study concluded that there was a correlation between students' linguistic intelligence and the ability of writing descriptive text.

Keywords: Linguistic Intelligent, Writing Descriptive Text, EFL

INTRODUCTION

Writing is the most difficult language skill to learn. It is a complex activity that requires more effort compared to other English language skills (Harris & Cunningham, 1997). Writing is a process to express the feelings of the individuals, thinking, and ideas to the reader, or in other words, writing is a condition in which a person pours their ideas into words, sentences, and paragraphs in a way that aims to make it easier to read and understood by the readers (Harmer, 2006).

The writing process involves idea-seeking, reading, planning, and outlining. Even after the writing, a writer has to go through the editing or revising process. According to Harmer (2006), to write a good paragraph, a foreign language writer must also pay attention to grammar, punctuation, layout, spelling, vocabulary and there must be no repetition of sentence and information. From these steps, it can be concluded that writing is a time-consuming and complex process.

In Indonesia, writing is a common issue which has considerable impact on the success of learning English in schools (Ariyanti, 2016; Mustafa et al., 2017; Widiati & Cahyono, 2016). For Indonesian teachers of English, even though the great amount of

attention and research in teaching this skill, writing is still the hardest challenge to deal with (Febtiningsih et al., 2021; Hidayati, 2018). On the other side, for students, especially vocational high school students, the ability in writing descriptive text is one of the minimum requirements in the official syllabus of the Ministry of Education, Culture, Research and Technology of Republic Indonesia.

Different theories exist in the literature regarding the issues in writing skill including the cognitive perspective. Several studies suggest that the issue has correlation with the internal cognitive factors of the learners (Gardner, 1983; Nolan, 2004). Furthermore, based on our initial observation in a vocational high school in Central Java, Indonesia, the principal problem is that the teachers had not been able to find the reasons for the diversity of students' abilities in writing ability and the internal factors triggering the sundry writing scores in each student. This heterogenous students' score achievement on learning should be anticipated by mapping the students' intelligent in order to prepare the appropriate method of learning writing.

So far, however, few studies have examined the association between internal factors of the learners and the writing ability. Only in the past twenty years have studies of language ability directly addressed how it correlates with the intelligence (Gardner, 1983). Gardner associate this issue of learning language skills with his multiple intelligence theory which includes linguistic intelligence, logical-mathematical, spatial, musical, naturalist, bodily-kinesthetic, interpersonal and intrapersonal. Referring to this theory, each individual has one or two dominant intelligences which according to Gardner could be potentially affected the professional direction of the individuals.

Gardner's theory suggest that teachers are required to understand the type of multiple intelligence of their students which eventually help teachers to initiate learner-mapping and prepare appropriate materials and learning methods. Gardner (1983) stated that each individual has different intelligence and ability to solve their life's problems. Therefore, each of them should be treated differently based on their needs of intelligence. In relation to English language teaching, Gardner's multiple intelligence theory is closely linked to linguistic intelligence.

Linguistic intelligence is the ability of a person to analyse information and also create a work through oral words such as speech, or books and poetry in writing. Linguistic intelligence is a person's capacity to produce words orally well and interestingly as is done by lecturers, narrators, speakers, and or also to produce words from writing such as writers, poets, editors and others. This intelligence combines the skills of someone who understands semantics, language design, language meaning and also offers a point of view through words in reading, speaking and composing (Gardner, 1983). It can be concluded that Linguistic Intelligence is a person's ability to use language clearly and correctly, both oral and written form with a specific purpose.

There is a relatively small body of literature and published journal articles that are concerned with the linguistic intelligent and the language skill ability (Astutie, 2017; Handayani et al., 2021; Khairani, 2014). Those previous research have considered the correlation of linguistic intelligent and the language skill ability. In addition, no research has been found that surveyed the linguistic intelligent of vocational high school students and their ability in writing a descriptive text.

In the last few decades, there has been a surge of interest in the effects of linguistic intelligent on the students' ability in writing (Asassfeh, 2014; Gardner, 1983; Nolan, 2004; Rahimi & Qannadzadeh, 2010). Gardner's linguistic intelligent theory, for example, provides a useful account of how it correlates the human intelligent with the ability to organize their spoken and written language and their capacity to process and use words both oral and written (Gardner, 1983). Therefore, this current study seeks to assess the correlation of linguistic intelligence with the students' ability in writing descriptive text. Descriptive text is a form of essay that describes something according to the actual situation. Thus, it allows the readers to see, hear, smell, and feel what is described in accordance with the writer's description (Harmer, 2006).

RESEARCH METHODS
Research Design
This study uses quantitative correlation research using product moment analysis and descriptive analysis which is a research method to test by testing certain theories by examining the relationship between variables, then the data results are in the form of numbers and will be processed using a statistical system. The sampling technique of this study use a purposive sampling technique. Data collection use two instruments: questionnaire and test. Data analysis is quantitative or statistical which aims to test the established hypothesis.

Population and Sample
In this case, the research population is the 394 10th grade students of Vocational High School 1 Ambal, Kebumen, Central Java. The researchers used a purposive sampling technique. It is a sampling technique with certain criteria established by the researchers (Merriam & Tisdell, 2015). The sample criteria in this study are as follows:
1) Active students who are in Vocational High School 1 Ambal.
2) Students who get descriptive text material.

In addition to the purposive sampling, the researchers also employ the Slovin formula in determining the sample of the research:

$$n = \frac{N}{1 + Ne^2}$$

Description:
n   = Sample
N   = Population
E   = Eror Sampling (eror level 10%)

This research used 80 students as the sample of this current study.

Data Collection

The researchers performed the data collection in a structured and systematic way. First, the researchers distributed a questionnaire to the respondents, the questionnaire consisted of 14 statements which then had to be answered according to each of them. The questionnaire assessment uses a Likert scale of 1-5, strongly

disagree, disagree, doubtful, agree, strongly disagree. Second, the researcher distributed the writing test and this test is conducted to see how far the students' ability in writing descriptive text is. The writer gives three choices of topics which students are then asked to choose a theme to be written in 60 minutes. In this test, students must pay attention to the use of tenses, the arrangement of sentences, and can also determine which paragraphs contain identification and description. The scoring criteria to be used are based on Jacobs (1981).

Validity and Reliability
Validity means the extent of the accuracy and accuracy of a measuring instrument in carrying out its measuring function (Balnaves & Caputi, 2001), O'Dwyer & Bernauer, (2013) states that valid means that the instrument can be used to measure what should be measured. An instrument must have high validity so that the results obtained are also accurate. In this study, the technique used to test the validity is the product moment correlation technique.

Table 1. Validity Test

Variable	Items	R Count	R Table	Description
Linguistic Intelligence	P1	0.712	0,217	Valid
	P2	0.800	0,217	Valid
	P3	0.594	0,217	Valid
	P4	0.778	0,217	Valid
	P5	0.780	0,217	Valid
	P6	0.818	0,217	Valid
	P7	0.778	0,217	Valid
	P8	0.856	0,217	Valid
	P9	0.648	0,217	Valid
	P10	0.851	0,217	Valid
	P11	0.829	0,217	Valid
	P12	0.793	0,217	Valid
	P13	0.831	0,217	Valid
	P14	0.827	0,217	Valid

Reliability is the determination of an instrument. An instrument will have high reliability value if the instrument made has consistent results in measuring, even though it is carried out several times on the same subject group and relatively the same results are obtained as long as the aspects measured in the subject have not changed. Vice versa, an instrument is said to be unreliable or useless if it is retested using the

instrument and the results are different (Balnaves & Caputi, 2001; Creswell, 2015; O′Dwyer & Bernauer, 2013).

      Measurements whose results are not reliable certainly cannot be said to be accurate because consistency is a requirement for accuracy. The measured data will be considered good, it can be known by the alpha formula using SPSS.

Table 2 Reliability Test

Variable	Cronbach's Alpha	Description
Linguistic Intelligence	0.947	Reliable

Data Analysis

      The researchers processed the data by scoring the questionnaire that had been filled out by the students and began to calculate the tabulation of the data through Ms. Excel and perform data analysis to test the proposed hypothesis using SPSS. After knowing the Mean and SD, the next analysis is percentage analysis, using SPSS. The Assumption test of this study is as follows.

    a. Normality test

       The normality test is one part of the data analysis test. The purpose of this normality test is to determine whether the tested data has a normal distribution or not.

    b. Linearity test

       The linearity test is conduct to determine whether or not the distribution of research data was linear or to measure the influence of one independent variable (x) on the dependent variable (y).

    c. Hypothesis testing stage

       This research uses Pearson product moment analysis technique. A value of -1 means that there is a perfect negative correlation, while 0 means that there is no correlation and a value of 1 means that there is a perfect positive correlation using SPSS.

RESULT AND DISCUSSION

      The research question of this study is to find out the correlation between linguistic intelligence and the students' ability in writing descriptive text. Therefore, we set the discussion into three sections; (a) the level of linguistics intelligent, (b) the level of ability to write descriptive text, and (c) the correlation between linguistic intelligence and students' writing ability in writing descriptive text.

The Level of Linguistic Intelligence.

The following chart provides the test results obtained from the preliminary analysis of the students' linguistic intelligence.
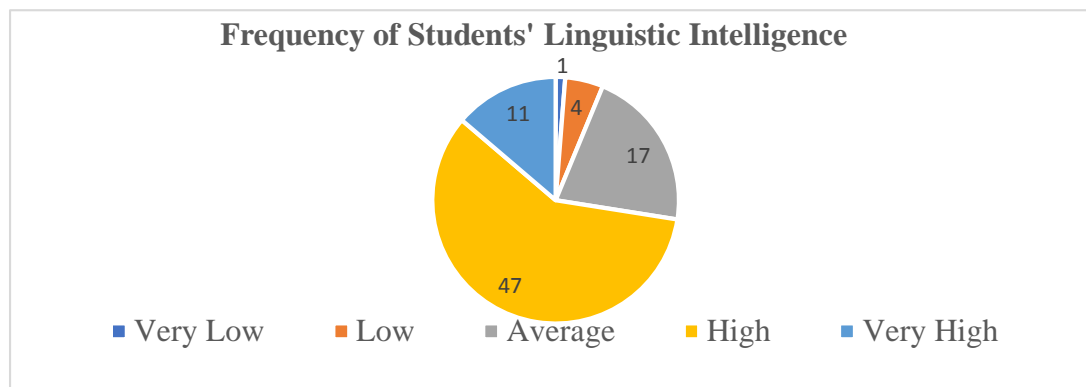

Figure 1. Linguistic Intelligence of Students

As shown in the Figure 1, it can be seen that out of 80 respondents there was 1 student who had very low linguistic intelligence (1.3%), 4 students with low linguistic intelligence (5%), an average of 17 students (21.3%). Then there are 47 students who are mostly at the "high" level (58.8%), and the last 11 students have very high linguistic intelligence (13.8%). Thus, it can be concluded that the students' linguistic intelligence in the sample is in the High category. This means that the student has the ability to argue, convince people, entertain or teach effectively through words, both spoken and written.

From the background conditions where the students live, all of the respondents have the same place of residence which is in the rural area. And for the formal education level, they also go to school in rural areas, especially in village, so the dominant intelligence they have will be more influenced by the condition of innate intelligence and support from the family and environment. According to Roviani,

Fadillah, and Miranda (2018), there are several things that can be done to help develop linguistic intelligence, namely by providing interesting reading books, role playing, make a habit to write and also providing opportunities for dialogue and public speaking. If students who already have high linguistic intelligence continue to hone their abilities, it will encourage these students to be better and professional. Of course, this cannot be separated from the support of the family and the environment, how to provide facilities and support both moral and material.

The Level of Ability to Write Descriptive Text

The following chart provides the test results obtained from the tests to find out the frequency of ability to write a descriptive text.
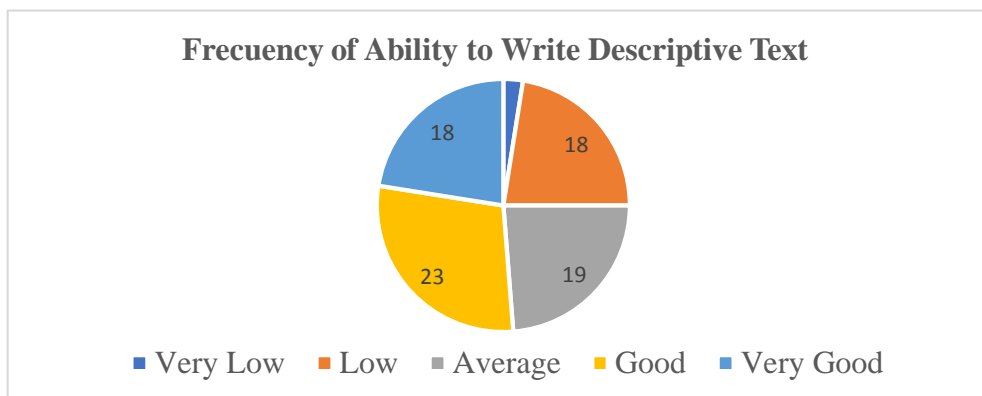
Figure 2. Frecuency of Ability to Write Descriptive Text

As seen on the Figure 2, it is known that out of 80 respondents, there are 2 students who have a very low level of ability to write descriptive texts (2.5%), 18 students at a low level (22.5%), 19 students at an average level (23.8 %). Then at the good level it becomes dominant because there are 23 students (28.8%), then there are 18 students at the very good level (22.5%). Thus, it can be concluded that the level of students' ability in writing descriptive texts is Good.

In order to create an interesting descriptive text, students must first learn and pay attention to what the meaning, components and objectives of descriptive text are. Many of the students are still wrong in the use of tenses, the use of language and are also ambiguous in explaining the meaning of the text they have written. More mistakes are made because students do not understand well what the purpose and objectives of descriptive texts are and have difficulty finding ideas about what they should write.

According to Ekasari (2020) students' writing skills can continue to improve if they are given good stimulation and support from the environment, both family and school. An example is not limiting students' imagination and providing interesting and interactive media facilities. the more students are stimulated by their imagination, the better the results of their writings will be.

The Correlation between Linguistic Intelligence and Students' Writing Ability in Writing Descriptive Text

The result of the correlation analysis is shown in the following table

Table 3. Correlation Test

Variable	Sig	α	Description
Linguistic Intelligence	0.000	<0,05	There is a correlation
The Ability To Write Descriptive Text	0,000	<0,05	There is a correlation

Looking at Table 3, it is apparent that the results of data analysis obtained 0.528 with a significance level of 0.000 with 80 respondents. This shows that there is a correlation of linguistic intelligence on students' ability to write descriptive texts of the students with the result is 0.528; sig = 0.000 and α < 0.05. The hypothesis in this study can be accepted due to the correlation between linguistic intelligence (x) and students' ability to write descriptive texts (y), that is the higher the students' linguistic intelligence, the higher the students' ability in writing descriptive text.

This is reinforced by the theory from Gardner (1983) that one of the characteristics that a person has linguistic intelligence is that they have the ability to write well. The same thing was also said by Adhitya et al. (2018) who in his research resulted that the students whose dominant intelligence was linguistics would have more influence on critical thinking and writing skills. Another result is from Nengsi (2021) that indicates the correlation between linguistic intelligence with students' ability in writing narrative text. In that study was explained if intelligence linguistic gave someone ability to write, use words, and described something well.

The intelligence possessed by students can be weakened, but with self-awareness and the environment can provide stimulation again such as providing opportunities to talk, play words and so on. Students who previously had lower-middle linguistic intelligence, could raise their intelligence to a higher level as long as they continued to practice and allowed themselves to get used to things related to raising the level of linguistic intelligence.

CONCLUSION

Based on the problem formulation described in the previous chapter, the following conclusions can be drawn: the results showed that linguistic intelligence had an effect on the ability to write descriptive text. This is evidenced by the significance value obtained from the product moment correlation = 0.528** and a significance value of 0.000 < probability 0.05, which means that the hypothesis (Ho) is rejected while the hypothesis (Ha) is accepted. This means that there is a correlation between linguistic intelligence and students' ability to write descriptive text. The higher the students' linguistic intelligence, the better their ability to write descriptive text.

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