

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Nowadays, English is a language that most widely used by people in the world, whether in daily life communication or in other fields such as business, education, media and entertainment, technology and information, international relation, and so on. It happens because there is a fact that English is an international language. Moreover, English is the first language used by 61 countries that includes developed country and developing country (Reddy, 2016:181).

Although English is used by many countries as a first language, English in Indonesia is positioned as a foreign language. However, it does not mean that English is not important for our country. Precisely because of the awareness that English is very important, our government establishes that English lesson must be learned starting from elementary school until senior high school. Even on campus, English is also being a general lesson that must be learned by early semester students.

In English classroom, students are taught to master the four skills of English. They are listening, reading, speaking, and writing. To master the four skills, students must understand how to use grammar, how to use appropriate vocabulary, and pronounce words and sentences correctly according to the English rules (Sadiku, 2015: 29).

In listening, students are taught to listen and understand what other people say. In speaking, students are taught to speak what in their mind clearly with good pronunciation, good vocabulary, and do not have to follow grammatical rules entirely. The important point of speaking is what we say can be understood well by others. In reading, students are taught to read the words and sentences fluently with good pronunciation. They also have to master grammatical rules and vocabulary to understand what they read. In writing, students are taught to understand grammatical rules and use appropriate vocabulary in order to be able to write sentences clearly and understandable. While according to Richards & Renandya (2002:52), writing and reading are skills that most often practiced in classroom learning. Unfortunately, there are still many students (non-native speakers) in early semester who do not have good writing achievement yet (Hennebry, 2012:210).

For the definition, writing is a skill in English that enable students to write grammatically, write correctly, and develop their ideas logically (Brown, 2001:22). In writing, a writer does not only write their ideas using the proper grammar, vocabulary, and paragraph organization. But they also

have to manage their ideas into a coherent text (Richards & Renandya, 2002:57). In the another side, Klimova (2019:2) defined achievement in education field as the test result which the test is made to determine students' mastery in a certain academic field. It can be seen from their ability in academic subjects and class activities that they demonstrate through tests and practices. From that statements, we can draw conclusion that writing achievement is the result of tests made to determine students' writing skills. Components that rated in writing achievement are content, paragraph organization, grammar, vocabulary, and mechanics.

In the practice, producing an essay that is coherent and organized is a difficult duty for students, even for native speakers (Nunan, 2003:12). The primary reason of the difficulty is writing includes a complicated process that involve prewriting, organizing, writing a draft, and polishing the draft into a cohesive text which is readable (Oshima & Hogue, 2007:15). Moreover, there are various problems that appears in writing. They are bad organization, bad capitalization, bad punctuation, grammatical errors, spelling error, and confusing on supporting ideas (Sadiku, 2015:31). Therefore, it is not surprising if students find difficulty in obtaining good writing achievement because they must focus on various components such as idea, organization, vocabulary, grammatical rules, spelling, capitalization, and punctuation.

In the other side according to Cumming (2006:473), multiple intelligence plays an important role in students' learning strategy. The theory of multiple intelligence stated by Howard Gardner in 1983. Howard stated

there are nine categories of multiple intelligence. They are linguistic, spatial, logical-mathematical, musical, bodily-kinesthetic, intrapersonal, interpersonal, existential, and naturalist. Kezar (2001:152) stated that applying multiple intelligence in education is crucial and has a significant role in teaching and learning process. And the part of multiple intelligence that can affect students' language learning especially students' writing achievement is linguistic intelligence.

In this case, there are some definitions of linguistic intelligence by experts. Perez (2018:32) stated that linguistic intelligence is an intelligence that enable someone to manage the meanings and functions, both of specific words or language as a whole. Gardner (2011:65) stated that linguistic intelligence is an ability and sensitivity in using language so that someone can learn his native language and perhaps new languages faster. Armstrong (2009:6) stated that linguistic intelligence is an intelligence to learn and use words appropriately in spoken or written language. While, Lwin (2003:11) stated that linguistic intelligence is an ability to express an idea clearly and choose appropriate words in writing, reading, speaking, and listening. Thus, we can conclude that linguistic intelligence is an ability and sensitivity to learn both of native language and perhaps new languages in speaking, listening, writing, and reading.

If students want to increase their linguistic intelligence, they must understand in advance that linguistics consists of five parts. They are syntax, morphology, semantics, phonology, and phonetics. Syntax is a set of rules,

principles, and processes that govern the structure of sentences. Morphology is a study of words that includes how they are formed and the relationship between them in the same language. Semantics is a study of words and sentences meaning. Phonology is a sound pattern study in a language. And phonetics is a study of speech sound production and classification (Amstrong, 2009:6).

From the definitions, the parts of linguistics that can support the improvement of students' writing achievement are syntax, morphology, and semantics. By syntax, students are able to arrange a sentence with correct grammatical. By morphology, students are able to choose an appropriate word according to the context of the sentence (parts of speech). And by semantics, students are able to write understandable and meaningful sentences.

Actually before planning and conducting this research, the researcher have read some research that related to linguistic intelligence and speaking achievement. The first research is a research that conducted by Mubarak (2011). In his research, he found that students' linguistic intelligence and their speaking achievement is not correlated. The second research is a research that conducted by Putri (2017). In her research, she also found that students' linguistic intelligence and their speaking achievement is not correlated. And the third research is conducted by Hidayat (2019). In her research, she found that students' grammar mastery and their speaking achievement is not correlated.

From those research, it can concluded that there is no correlation between students' linguistic intelligence and their speaking achievement. As well as grammar mastery, there is no correlation between students' grammar mastery and their speaking achievement. Those research also explain that basically speaking is spontaneity and most of people do not think the grammar rules entirety when they are talking. Moreover, grammar is not being a primary focus on speaking assessment. In otherwise, the primary focus of speaking assessment is pronunciation, vocabulary, and fluency. Thus, if someone is good in speaking, it does not mean that he is good at grammar and then he has an excellent linguistic intelligence.

Because of those research, the researcher was curious whether linguistic intelligence and other English skills achievement is correlated or not. And then, the researcher chose writing achievement to be variable in this research. Therefore, the researcher wanted to prove whether students' linguistic intelligence and their writing achievement is correlated or not. Moreover, this research was expected that could focus and explain about the correlation between students' linguistic intelligence and their writing achievement that measured by scores.

1.2 Formulation of Research Question

Based on the background of the study above, the research question that can be formulated is as follows “How is the correlation between students’ linguistic intelligence and their writing achievement on the 3rd semester at UIN Sayyid Ali Rahmatullah Tulungagung in academic year 2021/2022?”

1.3 Purpose of the Research

The purpose of this research is finding out the correlation between students’ linguistic intelligence and their writing achievement on the 3rd semester at UIN Sayyid Ali Rahmatullah Tulungagung in academic year 2021/2022.

1.4 Formulation of Hypothesis

The hypothesis of this research is formulated as follows:

H_0 : There is no correlation between students’ linguistic intelligence and their writing achievement on the 3rd semester at UIN Sayyid Ali Rahmatullah Tulungagung in academic year 2021/2022.

H_a : There is a correlation between students’ linguistic intelligence and their writing achievement on the 3rd semester at UIN Sayyid Ali Rahmatullah Tulungagung in academic year 2021/2022.

1.5 Significance of the Study

This research is expected to provide benefits to various parties as follows:

a. English Lecturers

It is expected that this research can give positive and valuable information on the language teaching for English lecturers at UIN Sayyid Ali Rahmatullah Tulungagung.

b. Students

It is expected that this research can give positive and valuable information on the language learning for students of UIN Sayyid Ali Rahmatullah Tulungagung.

c. Further Researchers

It is expected that this research can be used to be a reference source that can be developed by further researchers.

1.6 Scope and Limitation of the Research

1.6.1 Scope of the Research

This research focuses on the correlation between students' linguistic intelligence and their writing achievement. Because linguistics has a large scope, the researcher makes a boundary and focuses on linguistics parts that include morphology and semantics. While in the writing test, the students are

asked to write a descriptive essay that consists of one topic. The topic is “students’ difficulties in learning English”.

1.6.2 Limitation of the Research

This research was only conducted to class TBI-3A and TBI-3B at UIN Sayyid Ali Rahmatullah Tulungagung who registered in the academic year 2021/2022 and each class was taken 30 students as samples.

1.7 Definition of Key Terms

1.7.1 Correlation

Correlation is the measurement of the co-relationship between two or more variables by using correlational statistics to investigate the exact value of their relationship. And this research measures the correlation between two variables. They are students’ linguistic intelligence and students’ writing achievement.

1.7.2 Linguistic Intelligence

Linguistic intelligence is an ability to learn native language and even foreign language in speaking, listening, writing, and reading skills. Linguistics itself consists of syntax, morphology, semantics, phonology, and phonetics. In this research, the linguistic intelligence test consists of morphology and semantics in multiple choice of 25 questions.

1.7.3 Writing Achievement

Writing achievement is the test result which the test is made to determine students' mastery of writing skills. In this research, the writing achievement is measured by a writing test. In the writing test, students are asked to write a descriptive essay with a topic "students' difficulties in learning English" at least 3 paragraphs.