THE CORRELATION BETWEEN STUDENTS' LINGUISTIC INTELLIGENCE AND THEIR WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT OF THE TENTH GRADE AT SMAN 1 TALANG PADANG IN THE ACADEMIC YEAR OF 2021/2022

A Thesis
Submitted as a Partial Fulfillment of the Requirements
for S1-Degree

By
ISTI PUTRI SENIMA
NPM : 1711040076

Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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Advisor   : Iwan Kurniawan, M.Pd
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ABSTRACT
THE CORRELATION BETWEEN STUDENTS' LINGUISTIC INTELLIGENCE AND THEIR WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT OF THE TENTH GRADE AT SMAN 1 TALANG PADANG IN THE ACADEMIC YEAR OF 2021/2022

By

ISTI PUTRI SENIMA

The purpose of the research is to know the correlation between linguistic intelligence and writing achievement in descriptive text of the tenth grade at SMAN 1 Talang Padang in the academic year of 2021/2022. Linguistic intelligence is when people usually like to read, write, listen, and play word games. They have a good memory for general knowledge and ability to reason. Therefore people with high linguistic intelligence not only show the mastery of language properly, but also can discuss, finish a variety of task etc. Grammar in writing help writers to develop their knowledge of linguistic resources.

The research methodology used a correlational research design. The population of the research was the students at the second semester of ten grade at SMAN 1 Talang Padang, the sample was consisting of 67 students. The sample was choosen by doing cluster random sampling. In collecting data, this research used questionnaire that consist 12 items for linguistic intelligence, it was conducted online by using google form and writing achievement test in decriptive text asked students to write 2 paragraf based on topic and sub topic, this test implemented with offline test.

After doing the the hypothetical test, based on the data analysis computed by SPSS, it was obtained that Sig (P-Value) were 0,347, means sig (P-Value) is lower than Sig α =0,05. Based on this research there is a correlation between student's Linguistic Intelligence and Their Writing Achievement in descriptive text of the tenth grade at SMAN 1 Talang Padang in the Academic Year of 2021/2022.

Keyword : Correlation Study, Linguistic intelligence, Writing Achievement

DECLARATION

I hereby state that the thesis entitled " The Correlation Between students' Linguistic intelligence and their writing achievement in descriptive text of the tenth grade at SMAN 1 Talang Padang in the academic year of 2021/2022" is definitely my own work. I am fully aware that i have quoted some statements and theories from several sources and they are properly aknowledged in the text.

Bandar Lampung, May 2022
Declared by

Isti Putri Senima
NPM.1711040076

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A thesis entitled: **THE CORRELATION BETWEEN STUDENTS'
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PADANG IN THE ACADEMIC YEAR OF 2021/2022, by ISTI PUTRI
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MOTTO

<div dir="rtl">

وَإِلَىٰ رَبِّكَ فَٱرْغَب ۝

</div>

*" And to your God direct (your) Longing" (Q.S. Al-Insyirah: 8)*¹

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¹ Kementerian Agama republik Indonesia, *Q.S Al Insyirah :8*

DEDICATION

This thesis is the dedication to all people who always pray, and give support in finishing this thesis. I would like to dedicate this thesis to :

1. My beloved parents, Mr.Sahrawi Yusuf and Mrs. Siti Zubaidah, who always support, educate, accompany and pray to form me since I was a child until now.
2. My beloved sister Marsya Dwi Senima who always care, support, and advice me.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot to my development.

CURRICULUM VITAE

The name of the researcher is Isti Putri Senima. She is called by Putri. But, some people and family called her Uti. She was born on July, 31th 1999, in Pagelaran. She is the first child of two children of a lovely Mr. Sahrawi Yusuf and Mrs. Siti Zubaidah. She has one sister namely Marsya Dwi Senima.

She began her study in Kindergarten at TK Aisyiyah Bustanul Athfal Talang Padang, in 2004 and finished in 2005. Then, she continued to Elementary School at SD N 3 Talang Padang and finished in 2011. After that, she continued her study at Junior High School at MTs N 2 Tanggamus and finished in 2014. Afterward, she continued her study at Senior High School at SMA N 1 Pringsewu and finished at 2017. In the same year, she continued her study to Raden Intan State Islamic University Lampung in Tarbiyah and Teacher Training Faculty in English Education Study Program untill finished.

The Researcher

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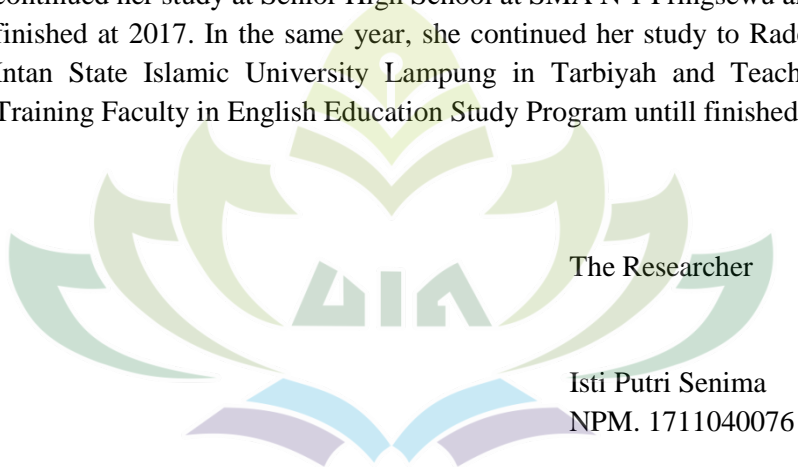
ACKNOWLEDGEMENT

In the name of Allah, the Most Beneficent and Merciful. Praised be to Allah. Lord of the world, who has given the writer his blessing and chance to finish this thesis entitled "The Correlation Between students' Linguistic intelligence and their writing achievement in descriptive text of the tenth grade at SMAN 1 Talang Padang in the academic year of 2021/2022" This thesis is a researcher as one requirement of S-1 degree the English Education Study Program of UIN Raden Intan Lampung.

The researcher realizes that she would never finish writing this thesis without the help of some people around her. Therefore, she would like to say a lot of thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. Dr. Moh Muhassin, M.Hum, the chairperson of the English Education Study Program.
3. Iwan Kurniawan M.Pd, as the advisor for his advice, guidance, help, and countless time to the researcher to finish this thesis.
4. Dr. Nur Syamsiah M.Pd, the co-advisor for giving guidance, help, and supervision to finish this thesis.
5. All lecturers and staff of English Education of Tarbiyah and Teacher Training Faculty who have taught the researcher a lot of valuable lessons.
6. Hernika Zulainda, M.Pd as the headmaster of SMAN 1 Talang Padang, and Mrs. Murniyati, S.Pd, as the English teacher of SMAN 1 Talang Padang for giving the contribution the researcher was conducting the research at the school.
7. All students of the second semester of the ten grade of SMAN 1 Talang Padang in the academic year of 2021/2022, for giving nice participation and great attention during the research.

8. All friends in the Department of English Education, especially PBI-B that writer cannot mention one by one. Thanks for the advice, kindness, support, and everything.

All of my beloved friends, especially Cahya Fitri Ananda S.KM, Ica Risnawati, Early Alma Zafira, Ira Risnawati S.Pd, Lailita Renfilia S.Pd, Rini Octavia S.Pd, Fimi Auli Yasinia S.Pd, Rahmad Hidayat, Alif Uwais Ramadhan S.H, for their support, help, kindness, and for being such a great companion along the way in finish this thesis.

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CHAPTER I
INTRODUCTION

This chapter presents background of the problem, identification of the problem, limitation of the research, objectives of the research, the uses of the research, and scope of the research.

A. Title Affirmation

In this sub-chapter, the writer will explain the aim of this proposal title in order to avoid misunderstanding for the readers. The proposal title is "The Correlation between Students' Linguistic Intelligence and Their Writing Achievement". The explanation below is for understanding some of the terms included in this proposal are as follows:

Linguistic intelligence is related to a language where the students can receive meaning of spoken and written words easier and understand it clearly. Fleetham was stated that linguistic intelligence can be seen by the ways the students using the language correctly such as their ability in expressing and getting the meaning of the language whether its in spoken or written forms. The linguistic aspect are Retorica, Mnemonic, Explaination, Metalinguistic that has correlation with writing Acievement students.

Writing achievement in descriptive text is a skill that can be measured by a student's grades. Sudents writing achievement is definitely different for each individual. As a result, writing is one of the language skills that is very important in helping the language learner to improve the foreign language. By writing, can practice our skills, because writing is also a fun job. Writing can also sharpen our brains' thinking and produce something new that we were unaware of previously. In writing, a person can obtain information through the text they have written. Writing is also a mental process that involves the writer and the brain blending with the text to get the meaning of the text they write. While our

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hands write the text, our brain tries to find its meaning. So, writing is also referred to as cognitive process. Because writing is also a cognitive process, adding Amstrong believe that linguistic intelligence involves the syntax ability to use, semanticsm phonology and pragmatic dimension of language or its practical use in writing achievement.

The purpose of this research to find out correlation between students' linguistic intelligence and their writing achievement in Descriptive Text. The benefit of this research is to know about their linguistic intelligence and can make them improve their intelligence especially when writing something. Therefore, the writer would like to do the proposal entitled *"The Correlation between Students' Linguistic Intelligence and Their Writing Achievement".*

B. Background of the Problem

Writing was primaliry a convention for recording speech and for reinforcing grammatical and lexical features of language.[1] It means that writing is a method of recording speech that is not delivered face to face and is referred to communicate indirectly. It can be done through writing activities on paper or anywhere else where vocabulary and language structures can be used to express concepts. Writing is consider the most important skills of English or foreign language.[2] So, writing can help people express their ideas, feelings and opinions and communicate with others, it is commonly regerded as a support skill. Writing is the one skill in learning English language among four skill. They are listening, speaking, reading and writing.

Furthermore, writing is one of the important language skills that must be mastered by students. However, since English is not

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[1] Douglas Brown, *Language Assesment*: *Principle and Classroom Practice,* (San Fransisco: San Fransisco state University, 2004), p.218

[2] Parupalli Srinivas Rao, *The significance of writing skills in ELL environment, An International Multidisciplinary* Research Journal, Vol. 9 Issue 3, March 2019

native language in Indonesia, many Foregn language learners (EFL) find problems to wrte in English. Based on Previous Study by Rahmatunisa found that the problem faced by indonesia EFL Learners in writing were devided into three categories; Linguistics Problems, Cognitive Problems, and Psychological Problems. Here cognitive Problem was related to the individual intelligence. Hogue was defined writing is not merely sitting and talking in piece of paper, but it also involves thinking, planning, writing, and recising in order to get good writing.[3]

Besides, According to Brown, writing is a complex activity involving many skills to determine and transfer the ideas into a piece of a paper clearly and comprehensibly for the reader.[4] In addition, various skills are required to write correctly and efficiently, such as grammar, vocabulary, background knowledge, critical thinking ability, etc. Therefore, writing may become a difficult skill for Students to master. It is also thought to be the most difficult of the four English language skill in English. Based on the explanation, it can be stated that writing is an activity that involves the discovery of ideas and students thinking of how to convey them in a readable paragraph. And by writing, it can be a source of communication between the writer and the reader.

Regarding to the complexcity of writing explained above, individual's intelligence may effect students English Writing ability. According to Albus intelligence is defined as that which produces succssful behaviour and intelligence is assumed to result from natrual selection.[5] It means that intelligence may support students success in learning proccess because come from their psycologies and their mind. On of the ways that can help student to increase their cognitive for better education is writing. But in

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[3] Hogue, A. Introduction to academic writing (3rded.). White Plains, NY: Pearson Longman. Retrieved from (2007.P21)

[4] Ann Brown, Teaching and Learninng Communication, Language and Literacy, (London: Paul Chapman Publishing, 2007), P.81

[5] Albus, J. Outline for a theory of intelligence. IEEE Transactions on Systems, Man, and Cybernetics. 1(3), 473-509. Retrieved from https://www.google.com/url?sa=t&source=web&rct=j&url=https://pdfs.semanticscholar.org/6248/8c4182c3908e0085b53449d93b812003f125.pdf (1991.P12)

writing proccess theare many aspect that students need to improve and intelligences in one of the important factor that support writing achievement.

Furthermore, Ellis states that general factors influencing second language learning are ager, attitude, intelligence, cognitive style, attitudes, motivation, and personality.[6] In addition Hidayatullah found that the factors influencing students learning achievement come from internal and external factors. Linguistic intelligence was considered as one of the cognitive factors influencing students' learning since the students who had linguistic intelligence would have wider range of knowledge.[7] This study focuses on linguistic inteligence factor that influences students learning speacially in descriptive writing skills.

According to Hoer linguistic intelligence consists of sensitivity to structure and syntax , vocabulary, rhytm, and literary tools.[8] Based on those definitions are matching with English writing skills in which writing skills requires the students to have the ability in understanding language use, such as structure, syntax and vocabulary. Besides Hoer also stated that one of the characteristics of people who have high linguistic intelligence is good at writing. It shows that the relationship between linguistic intelligence and English Writing Descriptive paragraph.

In preliminary research at SMA N 1 Talang Padang, the researchers identify several problems, From the results of interviews conducted with teachers, The researchers conclude that one of the problems in English is the student's achievements in writing. According to teachers, students confused when they want to write the idea they are cannot develop ideas in writing, Most of the students have difficulties in composing words or sentences in

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[6] Ellis, R. (1985). Understanding second language acquisition. Oxford: Oxford University Press.

[7] Hidayatullah, A. Hubungan antara kecerdasan linguistic dengan prestasibelajar pada siswa sekolah dasar (Bachelor's thesis, UniversitasMuhammadiyah Surakarta, Surakarta, Indonesia).2013.p 34

[8] Hoerr, T.R. (2000). Becoming a multiple intelligences school.Alexandria, VA: ASCD Press.

english, students are afraid of making grammatical mistakes and lack of vocabulary, Some students have difficulty writing in English because of Intelligence is one of internal factors influences writing achievement. The researcher also interviewing some of the students in SMA N 1 Talang Padang, According to theirs, writing is the hardest material in English they have ever met. They feel dizzy and lazy when told write something.

Based on the Preliminary research above it can be concluded that studentst at SMAN 1 Talang Padang has low writing ability and mostly their could not write use a good grammaticaly. In order to form grammatically correct sentences the students should have a good skills in linguistic intelligence. Because Linguistic Intelligence is the most impacted factor in writing achievemet. Linguistic intelligence is when people usually like to read, write, listen, and play word games.[9] They have a good memory for general knowledge and ability to reason therefore people with high linguistic intelligence not only show the mastery of language properly, but also can discuss, finish a variety of task etc. Grammar in writing help writers to develop their knowledge of linguistic resources.

On the other hand, there are several related studies have been undertaken to investigate the correlation between students linguistic intelligence and the other related variables. Leila Vakili Samiyan reveal about "The Relathionship between Linguistic Intelligence and L2 learning Strategies among EFL learners with Intermediate Level of Proficiency".[10] Other research is from Aulia Nugraheni which discussed about " The Correlation between Students' Linguistic Intelligence and Reading Comprehension". [11] The last research who conducted by Tri Mulyaningsih, A. Dahlan

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[9]May Lwin at all, *How to Multiply your Child's Intelligence*: *A Practical Guide for Parents of Seven-Year-Olds and Below*, (USA: Prentice Hall, 2003),p.11

[10]Leila Vakili Samiyan, The Relationship between Linguistic Intelligence and L2 Learning Strategies among EFL Learners with Intermediate level of Proficiency", *International Journal*, Vol. 1. 2015

[11]Aulia Nugraheni, "The Correlation Between Students' Linguistic Intelligence and Their Reading Comprehension", *Indonesian Journal of Integrated English Language Teaching*, Vol.4, 2018

Rais, Hefy Sulistyawatiwith the title" A Correlation Study Between Grammatical Competence, Verbal Lingusitic Intelligence and Writing Ability".[12]

Those researches mentioned above and this research has the same independent variable that is linguistic intelligence. The differences of those researches with this research are on the dependent variables. The first research used learning strategies, the second research used reading comprehension, and the third research used grammatical competence and writing ability, whiile this research to find out the positive correlation between students linguistic intelligence and their writing achievement.

Considering what has been explainde above, researcher interest in carrying out a research about the correlation between lingustic intelligence and writing Achievement in desrciptive text of the ten grade at SMAN 1 Talang Padang.

C. Identification and Limitation of the Problem

Based on the background of the problem above, there are some problems in teaching and learning writing, such as:

1. Students are confused when they want to write the idea.
2. Most of the students have difficulties in composing words or sentences in english.
3. The students are afraid of making grammatical mistakes and lack of vocabulary.
4. Some students have difficulty writing in English because of Intelligence is one of internal factors influences writing achievement.

Considering the problems identified above, the research will focus on the correlation between two variables, they are, students' linguistic intelligence and their writing achievement at the second semester of the ten grade at SMA Negeri 1 Talang

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[12]Tri Mulyaningsih A. Dahlan Rais, Hefy Sulistyawati, A Correlation Study Between Grammatical Competence, Verbal Lingusitic Intelligence and Writing Ability, English Education Study Program Sebelas Maret University Surakarta, 2012

Padang in academic year of 2021/2022. Therefore, this research will limit the problems in the writing in descriptive text.

D. Formulation of the Problem

Based on background the problem identified, this research can formulate the problem as follow: "is there any positive correlation between students' linguistic intelligence and their writing achievement at the second semester of the ten grade at SMA Negeri 1 Talang Padang in academic year of 2021/2022?"

E. Objective of the Research

In line with the problem above, the objective of this study is to know and describe about whether or not there is a correlation between students' linguistic intelligence and their writing achievement at the ten grade of SMA Negeri 1 Talang Padang, academic year of 2021/2022.

F. Significance of the Research

From the statement above, the researcher expects the result of the research can be used:

a. For the students of SMA Negeri 1 Talang Padang to know about their linguistic intelligence and can make them improve their intelligence especially when writing something. So, their writing achievement is well in English.

b. For the teacher, can give information to the teacher about linguistic intelligence in correlation with writing achievement. The teacher can encourge their students to practice writing, so that students' writing skills can developed. Because, one of the internal factors of high students' writing achievement is influenced by their linguistic intelligence.

c. For other researchers, the result of this research will be useful for others researchers who will conduct the research in the same place and can give some information about linguistic intelligence especially related to writing achievement.

G. Relevancy of the Research

There are several previous researches that are relevant to the research. The first, the research by Leila Vakili Samiyan "*The Relationship between Linguistic Intelligence and L2 learning Strategies among EFL learners with Intermediate Level of Proficiency*" According to researcher, the focus of the present study attempts to investigate any possible relationship between Linguistic intelligence and L2 learning strategies and different categories of learning strategy. There were two types of questionnaire used. The result of the study indicated that learners who have high Linguistic intelligence, mostly uses compensation, metacognitive and affective strategies. It was also, understood that the participants of the current study were likely to use cognitive, social and memory strategies.

The second research is entitled "*The Correlation between Students' Linguistic Intelligence and Reading Comprehension*" by Aulia Nugraheni. This research is aimed at determining the correlation between students' linguistic intelligence and reading comprehension. There were two variables used in this research. The first was linguistic intelligence and the second was reading comprehension. In collecting the data, the researcher used questionnaire for students' linguistic intelligence and test for reading comprehension. And from the result, there was a correlation between Students' Linguistic Intelligence and Reading Comprehension. The researcher also found that 46% of linguistic intelligence can influence reading comprehension.

The third researchers are from Tri Mulyaningsih, A. Dahlan Rais, and Hefy Sulistyawati with the title "*A Correlation Study Between Grammatical Competence, Verbal Lingusitic Intelligence and Writing Ability*". Based on the research, the purpose of this study is to see the correlation between grammatical competence and verbal linguistic intelligence toward writing ability of the fourth semester students of English Education of Teacher Training and Education Faculty of Sebelas Maret University in the Academic Year of 2011/2012. The method is correlational study which used documentation and test to collect the data. The

documentation was used to collect the data of grammatical competence in the form of students' achievement of structure 4 lesson. Meanwhile, tests were used to collect the data of verbal linguistic intelligence (in the form of multiple choices which consists of 32 items) and writing ability in the form of essay test. of the study shows that there is a positive correlation between grammatical competence and verbal linguistic intelligence toward writing ability.

From the research that has been done, the difference with my research this research will be aimed to know whether or not there is a correlation between students' linguistic intelligence and their writing achievement at grade X of SMA Negeri 1 Talang Padang in the Academic Year of 2021/2022. The research design in this study will be descriptive quantitative which used correlational research design. There are two instruments will be given to the students. The instruments are a questionnaire about linguistic intelligence and a test of writing achievement. It's focus on the correlation between students' linguistic intelligence and their writing achievement . Therefore the writer is interested to do a research on title: "The Correlation between Students' Linguistic Intelligence and Their Writing Achievement of X Grade SMA Negeri 1 Talang Padang".

H. Systematic of the Research

In this proposal entitled "The Correlation Between Students' Linguistic Intelligence and Their Writing Achievement", the researcher describes several systematic of the research arranged in V chapters, namely introduction, frame of theory and hypothesis, research methodology, result and discussion, and conclusion and suggestion.

In the first chapter, the researcher explains the title affirmation, background of the problem in this session explains about problems faced by students in English lesson, identification and limitation of the problem, formulation of the problem, objective of the research, significance of this proposal for the

readers in the future, relevancy of the research, and systematic of the research.

To achieve the objectives of the research, the researcher need to know the concepts and theories of the variables to be studied. So the researcher describes in detail each variable from the title of this study in chapter II. That is about parts of linguistic intelligence and writing achievement.

After knowing the concepts and theories behind each variable, the research explained about research method. Which includes the place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfilment of the assumption, and hypothesis testing. After that, in chapter IV result and discussion and the last chapter V conclusion and suggestion.
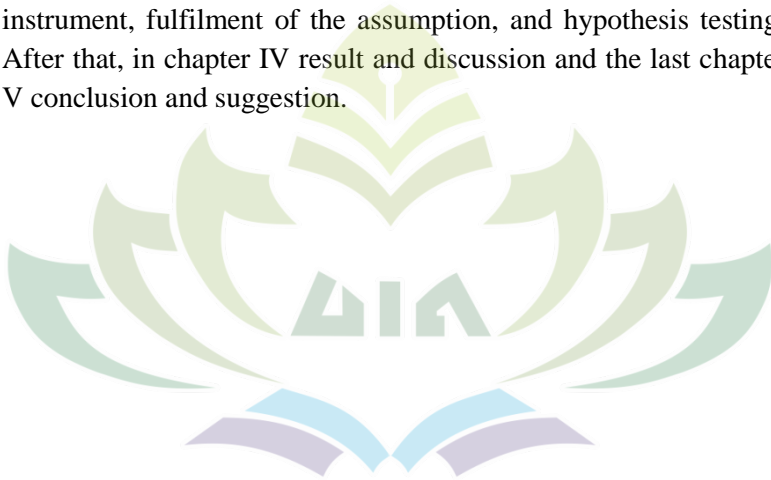
CHAPTER II
FRAME OF THEORIES AND HYPOTHESES

This chapter explains some theories related to the research. The discussion focuses on linguistic intelligence and writing achievement, theoretical framework, and hypothesis.

A. Frame of Theories
1. Writing
a. Definition of writing

Writing is complex activity in which the writer must have the ability to compose and integrate information, so, the reader would be easy to understand the language that being used in written communication. According to Jozsef, writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation of knowledge, and experience with subject.[13] As one of the language skill, writing is very important for the students.

According to Harmer, 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.[14] This activity will provake language development because the students resolve problems what writing puts in students' minds. Harmer also defines that writing is a form of communication to deliver throught or to express feeling throught written form.[15]Writing is written form of thinking: the human can express their idea, feeling, though in written form. One of important task as a people is master to the principle of writing and thinking that will

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[13]Horvath Jozsef, Advance Writing in English as A Foreign Language, (Press: Lingua Franca Csoport, 2001),p.5

[14]Jeremy Harmer. The Practice of English Language Teaching (Cambridge: Cambridge University Press, 1991), p.78

[15]Jeremy Harmer, *How To Teach English* (Longman : Newyork, 2001), p.79

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help to achieve goals. In other word writing is expression that happen about their expression. " When we learn a second language, we learn to communicate with othe people: to understand them, read what they have written and write them".[16] So, that writing is as a tool communication between the writer and the reader.

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[17]It means that writing is how to express an idea to facilitate the reader by making it into a paragraph. Writing is an activity that produces something from our mind become meaningful a text of the sentence. Make a good writing by arrange sequence sentences. Writing as a creative act of discovery in which the process is as important as the product to the writer. Writing the most important skill to be gained by students beside other skill.

Based on the explanation above, it can be concluded that writing is thinking process of communication indirectly to express or communication our ideas, opinion, and feeling, though with others through written form.

b. Writing Process

Writing is not an instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing. According to Barbara Fine Clouse, in the process of writing, the writers do not easily more from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an

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[16]Raimes, Ann, Techniques in Teaching Writing, (China: Oxford University:1983),p.3

[17] Gita Yolanda, Muhd. Al-Hafizh, "*Teaching Writing A descriptive Text By Using Toothpick Game to Junior High School Students*:, (English Department: Faculty of Language and Arts, state University of Padang, september 2014), p. 52

idea to add in their writing.[18] There are some process of writing, they are :

1) **Prewriting**

   This is the planning phrase of the writing process, when students brainstorm, research, gather and ouline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be strated.

2) **Drafting**

   Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized. Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and content appropriate for the intended audience. The goal of this phrase of the writing process is to improve the draft.

3) **Editing**

   Editing is the last process of writing. In this process, the writer should hunt for errors, especially in grammatical errors. The writer should edit more than once, so the writing can be free of errors.[19]

4) **Publishing**

   In this last step of the writing process, the final writing is a shared with the group. Sharing can be accomlished in a variety of ways, and with the help of computers, it can even be printed or published online.

   Based on theexplanation above, it can be concluded that writing is an activity that has several steps, the writing process are prewriting, drafting, revising, editing, and publishing.

[/] Barbara Fine Clouse, *A Troubleshooting Guide Strategies and Process for Writers*, (New York: McGraw-Hill, 2015), p.5-6
[19]Ibid, p.5

c. Purpose of writing

Every written text have a purpose. Even the text that is written in simple sentence such as advertisement has purpose : to persuade the reader to buy the thing that they sell. According to Tony Stead and Linda Hoyt, there are five common purposes of writing. Those are to construct, to inform, to persuade, to narrate, and to response.[20]

d. Aspect of Writing

In order to make a good writing, there are five aspects that should be considered in the process of making a composition. Below are the five aspects of writing according to Jacob et al[21] :

1) Content

It refers to the essence of writing, the experience of the main ideas determined by looking at the subject sentence. The topic sentence should express the main idea and reflect the whole paragraph.

2) Organization

It refers to the logical organization of content, which in tighty integrated to make ideas run smoothly in paragraphs.

3) Grammar/Language Use

It refers to the use of correct grammatical forms and syntatic patterns. It is recognized from a well-structured sentence structure.

4) Vocabulary

It refers to the selection of words that are suitable to the content. It can be identified by seeing thewords choice or diction in order to convey ideas to the reader.

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[20] Tony Steade and Linda Hoyt, *A Guide of Teaching Nonfiction Writing,* (Portsmouth: Greenwood Publishing Group, 2011), p.13

[21] Jacob et, al, developed by Sara Cushing Weigle, *Assessing Writing, (*New York: Cambridge University Press, 2002), p. 116.

5) Mechanics

It refers to a language that uses graphical conventions. By looking at the spelling in the paragraph, the usage of punctuation and capitalization can identify it.

2. Achievement

Achievement is something that has been complished, especially by hard work, ability or heroism. Achievement meaning something accomplished, especially by superior ability, special effort, great courage in trying something.

According to Hornby, achievements as the results of an individual or group of individuals in a school subject or activity. The term achievements can also be defined as something which is achieved or done successfully with efforts and skills.[22] It means that something that has been achieved through various processes can be the result of individuals or groups. Achievement is something that has been done with effort and skills. In the standars for test construction cited by Algarabel, "Achievement is viewed basically as the competence a person have in a areaof content."[23] The competence means the result of many intellectual and nonintellectual variables. In the standards for tests constructions, the competence a person has in an area of content called achievement. That considered as the result of intellectual or non-intellectual variables. In summary, achievement is improvement in what students know and able to do relative to where they started and relative to their fullpotential.

According to Steven, achievement is the output (Result) of input (knowledge) which is gained through the process of teaching and learning. Therefore the success of students' output depends on how the factors support the

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[22]A.S, Hornby, *Oxford Advanced Learners' Dictionary of current English*, (Oxford:Oxford University Press, 1989),p.8

[23]*Ibid,* 44.

students to acquire the input well. Some factors that influence the student's achievement are: intelligence, motivation, physical condition.[24] As Steven explained, achievement is the result of learning through student teaching and learning . The factors that influence the results of the student's knowledge are among other things like intelligence, the intelligence of each student is certainly definitely different not the same, whereas both motivations, the motivation greatly influence the student's achievements. The motivation of both parents and the environment is very important for student's. and the last, physical condition also affects student achievements results, therefore, health must always be maintained so that the brain can function properly.

3. **Writing Achievement**

Writing achievement is the student's mastery on writing by student's in learning writing. Writing achievement as the student's success in achieving English writing through certain learning process. Celce-Mercia said that " Writing Achievement can be defined as expressing one's ideas in written form in a second or foreign language, and doing so with reasonable accuracy and coherence".[25] Another theory said that writing achievement as a result of one's learning or experiences gained during the writing process with in particular field, such as knowledge and skills: these putcomes show the level and status of the person's learning experiences and their ability to apply what they have learn throughout a standard test.[26]. While other theory said "writing achievement as the capability of expressing one's own ideas and thoughts through the written form in either a second or a foreign

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[24] Steven H. McDonough, Psychology in Foreign Language Teaching, (London, George Allen and Unwin, 1981),p.22

[25] Abdul Rahman Al Asmari, *Investigation of Writing Strategies, Writing Apprehension, and Writing Achievement among Saudi EFL-Major Students*, Vol.6, No.11,2016, p.132

[26] Nazzem Mohammad Abdullah Attiyat, *The Impact of Pleasure Reading on Enhacing Writing Achievement and Reading Comprehension,* Vol.10, Number.1, March 2019,p.159

language while ensuring a level of accuracy and coherence"[27] It describes that writing achievement is the result or what students understanding after following the teaching learning process in writing class. It can be said the writing achievement is about the result of what students' understanding about something that have been known by students in teaching learning process.

4. **Linguistic Intelligence**
   a. **Definition of Linguistic Intelligence**

   Linguistic intelligence is related to a language where the students can receive the meaning of spoken and written words easire and understand it clearly. According to Hurston linguistic intelligence is intelligence that consists of seven primary abilities, including verbal comprehenson, number ability, word fluency, spatial visualization, associative memory, readoning, and perceptual speed.[28] it mean linguistic intelligence is one of the intelligence have by people to interperete the language as well as they can. He also argued there are have two kinds of communication that could be people comprehend as follows verbal comprehension annd perceptual speed.

   According to Howard Gardner's Linguistic Intelligence is the multiple intelligence theory that deals with individuals ability to understand both spoken and written language, as well as their ability to speak and write themselves. Besides, a source stated "intelligence as the capacity to use words affectively, whether orally

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[27]Asmari A.A, *Invesigation of Writing Strategies, Writing Apprehension, and Writing Achievement among Saudi EFL-Major Students*, International Education Studies, 2015,p.158

[28]Reza, A. (2015). The Relationship Among Linguistic Intelligence, Ethnic Identity and Bilingual Iranian EFL Learners' Reading Comprehension. Modern Journal of Language Teaching Methods, p. 5

or in writing".[29] linguistic intelligence is the capacity to use language, our native language, and perhaps other language, to express what is on our mind and to understand other people.[30] Multiple intelligence were measuered by linguistic intelligence and logical mathematical intelligence. These two intelligences were use to identify intelligence quotient, or IQ thats referring to cognitive ability which was proposed by Alfred BInet.

According to Martinez, Minker and Zblotsakya linguistic intelligence is individuals ability to understand both spoken and written language, as well as their ability to speak and write themselves.[31] In practical sense , linguistic intelligence is the extent to which an individual can use language both written and verbal to achieve their goals. It means linguistic intelligence is about ability of indivdual in communication with verbal and written types.

According to Arifuddin linguistic intelligence is the ability to use and arrange the words effectively either in spoken or in written form linguistic intelligence has a correlation with the using and developing languag generally, either in spoken or in written language. If somebody have this skills they can possess the linguistic intelligence are able to use the language fluently and are able to develop their knowledge with a clear idea. They can easily catch the spoken and written language, and they also have good memorization.

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[29]Ali Akbar Ansarin & Samira Paki Khatibi, *The Relationship Multiple Intelligence and Language Learning Strategies and Gender,* English Language Teaching, Vol.11, No.5, 2018, p.85

[30]Howard Gardner, Theory of Multiple Intelligences: *A personal Perspective in " Intelligence Reframed: Multiple Intelligences for 21st century,* p.33

[31] Hunt, E. (2010). Human Intelligence. Cambridge, NY: Cambridge University Press

Armstrong was defined linguistic intelligence is an ability to se words effectively in spoken or written language.[32] This intelligence involves the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanins of language, and the pragmatic dimensions or practical uses of language. It means this ability is uses include theorotis (using language to convince others to take specific course of action), mnemonics(using language to remember information), explaination (using language to ifnorm) and metalanguage (using language to talk about itself).

Additionally, Chapman and Freeman claimbed that people who have good ability in linguistic read books and to be engage in the books and have a good appearance in english classes.[33] Moreover , Lwin stated that linguistic intelligence is the ability to contruct a clear idea and to use the words to competently in speaking, reading, and writing.

Reviewing from all definitions by some experts above, it can be concluded linguistic intelligence is the ability to use language either in spoken form that is listening and speaking or in written form that is reading and writing, clearly and correctly, and the ability to use it to achieve goals, as well as the ability to learn new languages. In other words, linguistic intelligence is not morely consisting of the ability to use a language correctly but also beatifully. It involves a deep understanding of words, linguistic intelligence is not more consisting of the ability to use a language correctly but also beautifully. It involves a deep understanding of words and sensitivity to literal as well as the figurative language of words. It also involves

[32] Armstrong, T. (2009). Multiple Intelligence in Classroom(3rd ed.) Alexandria, Virginia: ASCD

[33] Arifuddin (2010). Neuropsikolinguistik. Jakarta: PT. Raja Grafindo Persada

highly developed written and oral communication skills, proper knowledge of grammar rules, and the information about as well as a test to learn diferent type of languages.

b. **Factors Affecting of Linguistic Intelligence**

According to Gardner linguistic intelligence is can be developed to an adequate level of competency as well as the other types of intelligence it can be developed or nurtured.[34] No intelligence exsists by itself. There are three main factors which influence the growth of intelligence as follows biological endowment, personal life history , and cultural and historial background the description are :

1) Biological endowment, which includes heredity or genetif factors and insult injuries to the brain before, during , and after the birth. It cannot be defined that there are some people born with special gift.

2) Personal life history; this factor which contributes in intelligence development which is including experiences with parents, teachers, people, friends and others who awaken intelligence keep them from developing , or actively repress them. It means people which child should interact with people who support their competence and motivate their self to learn continuously.

3) Culutral and historical background, including time and place in which someone was born and raised , and the nature and the state of cultural or historical developments in different domains. Social environment also donates much on intelligence development. Because society which perceives smart children are thsoe who have good achievement.

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[34] Ibid 30

Based on the description above, it can be concluded that the impact of cultural forces on human intelect in other words, there are some factors which play great role in shapping any intelligence such as the environment in which the individual lives, the culture which the acuired and the surroning people while others are not in the same person. People can change and grow the multiple intelligences in response to their biological and environmental experiences. Therefore, some people have a high level in some intelligence and low for others.

c. **Aspect of Linguistic Intelligence**

According to Armstrong aspect of linguistic intelligence as follows :

1) Rethoric

Rethoric is the ability to use language to convince other individuals of a course of action. It means it is ability to use language orally in front of many people to persuade others such as debate and public speaking.

2) Mnemonic

Mnemonic is the ability of students in the capacity to use language to help one remember information. It can be assumed that is can be the capacities to remember the information.

3) Explaintation

Explaination is ability that plays important role in teacing and learning process because it is the ability to use language in providing the information.

4) Metalinguistic

Metalinguistic or metalanguage is the fourth aspect of linguistic intelligence. This aspect is about studets ability that learn language it self. It means

metalinguistic is te language potential to explain its own activities.[35]

Based on the explanation above it can be conclude that the aspect of linguistic intelligence students are able to influence the students english skills such as speaking, writing, listening and reading students.

5. **Concept of Text**
   a. **Definition of Text**

   Siahaan and shinoda stated that a text is meaningful language in a contenxts, it is both a spoken and write text.[36] Therefore text is a writing form or result of the writer result. Write text is any meaningful write text. The writer assumes that text is some sentences in write text and the readers can get information from the text.

   b. **Kinds of text**

   Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono said that there are 9 kinds of text that must be taught by students.

   1) Descriptive text
      Descriptive is the type of text that describes an object.
   2) Recount text
      Recount text is the type of text about information in the past event.
   3) Narrative text
      Narrative text is the type of text about problematic story that has a climax and document as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.

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[35] Armstrong, T. (2009). Multiple intelligences in the [7]classroom (3rded.). Alexandria, VA: ASCD.

[36]Sanggam Siahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Ilmu, 2008), P.1

4) Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

5) Explanation text

Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

6) Report text

Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

7) Exposition text

Exposition text is the type of text about argument or opinion of someone to perceive the problem.

8) Discussion text

Discussion text is the type of text to present (at least) two points of view about an issue.

9) News item

News item is the type of text about events of the day which are considered newsworthy or important.[37]

6. Descriptive text

a. Definition of Descriptive Text

Descriptive is a type of written text with a particular purpose to defined an object such as human or non human. Descriptive text clarified about person, item, and position in a special way. Zemach and Rumisek added that a descriptive paragraph explains how someone or

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[37]Pardiyono, *Aku Pasti Bisa:the Art of Teaching*, (Yogyakarta: Andi Publisher, 2010), p.27-38

something looks or feels. A process paragraph explains how something is done.[38]

As explained by Oshima and Hogue that descriptive writing appeals to the senses, it tells how something looks, feels, smells, tastes, and sounds.[39] A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It suggests that descriptive writing is depends on colorful language to bring a subject to life. Descriptive text is a text that gives information about particular person, place, and thing. Gerot et al in Mursyid stated that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.[40] The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point about descriptive text is gave a description of something in particular in order to help the people perceive it through words.

The conclusion from explanation above, descriptive text is a written English text in which describe the characteristics of something, it can be a person, a place or thing. Besides that, descriptive text tells something explains how someone looks or feels with using the general information and specific information.

b. **Generic Structure of Descriptive Text**

Descriptive text has structures, Gerot and Wignell in Mursyid said that the generic structures of descriptive text are identification and description:

1) Identification

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[38]Zemach, and Rumisek, *Academic Writing From Paragraph to Essay,* (Oxford: Mc.Milan Publisher Ltd, 2005), p.25

[39]Oshima, A., and Hogue, A., *Introduction to Academic Writing (3 rd Edition)*, (New York: Pearson Education, Inc, 2007), p.61

[40]M Mursyid PW, *English Learning Handout,* Available at http://mmursyidpw.files.wordpress.com/2011/02/ learning-description.pdf (accesed on november 30th,2020). p.4

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually stated in the first paragraph to introduce reader what to be describe in the next paragraph. It also can be in form of definition.

2) Description

The function of description is to describe part, qualities, and characteristics. In this part, the writer explains about the subject in detail.[41] It used to support the identification.

Finally, it can be concluded that descriptive text is a written English text in which describing about person, place, or thing with detail. Besides that, descriptive text tells something explains how someone looks and feels with using the general information and specific information. It means that descriptive text is a paragraph arrangement that consist of generic structures that can make a good written and good arrangement.

c. **The Language Feature of Descriptive Text**

The significant grammatical featured in descriptive text are:

1) Focus on specific participant (my English teacher, tia's cat, etc)
2) Use of simple present tense.
3) Verb of being and having "relational process" (my dad really cool, he has short black hair)
4) Use descriptive adjectives (strong legs, white clothes).
5) Use detailed noun phase to give information about the subject (very beautiful scenery, a sweet young lady)
6) Use of action verb "material processes" (it eats grass, it runs fast)
7) Use of adverbial to give additional information about behavior (fast, at yard).

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[41]*Ibid.p.4*

The example of descriptive text:
Descriptive of Person

Taylor Swift

Her full name is Taylor Alison Swift. Her nickname is swift or sometimes Taylor. She is American. She was born on 13 December 1989 in Pennsylvania, USA. She is an American singer – song writer.(*Identification*)

Taylor swift is 165 cm tall. She has oval face, long and blonde hair, and white skin. Her face looks friendly and beautiful. She always smiles whenever she sings. Taylor's hobby is playing guitar. (*Description*).

7. Concept of Description Text in Writing

Descriptive text is a text that gives information about particular person, place, or thing. According to Gerot et al in Mursyid, descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.[42] The students must be creative to make a good description about people, animals, or things. They also have to understand about points that included in descriptive text writing.

In writing descriptive text, the students express the ideas of the text by focused on the generic structures of descriptive text that explained before. And the end of process to produce well-written about descriptive text, the students have to keep attention about five aspects of writing such as content, organization, vocabulary, language, and mechanic. Because they are will be the assessment of writing.

In addition, the conclusion about the ability to write descriptive text means an ability to produce a text that briefly describes a certain form the object such as a human, location, an item, or an animal that fulfills strong mastery of writing aspects, including material, organization, vocabulary, grammar, and mechanics.

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[42]*Ibid.p.5*

8. **The Correlation between students Linguistic Intelligence and Writing Achievement in Descriptive Text**

According to Armstrong's there are some activities that reflected the students' linguistic intelligence. First, the students become conscious about the sounds of language. Second, they have communication skills such as they like to tell stories. Third, they can interpret the language that they listen or read also they can remember words or vocabulary. Then, the students are aware about the grammatical of the language. Last, they are interested in playing a game that related with words and they also like poetry. [43]Based on those characteristics, the researcher will see the dominant characteristics of students' linguistic intelligence in writing class. This theory explains some activities that reflect on the students' linguistic intelligence. Moreover, linguistic intelligence also involves the students' awareness about the meaning of the words and the language function.

Gardner states that people who have linguistic intelligence can be seen from their sensitivity to the patterns, systematic basis, arguing, listening, reading, writing, spelling the words easily, playing the word, has sharp memories and doing well in public speaking. [44] It can be said that the students who have dominant linguistic intelligence are interested and probably doing well in speaking, listening, reading and writing.

Therefore, the students should pay more attention about their linguistic intelligence, because it might be a strong predictor of the students' successful in language learning including writing achievement. However, linguistic intelligence is important to be studied because according to Alhamudin and Bukhrori linguistic intelligence plays

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[43] T. Armstrong, Multiple Intelligences in the Classroom, 3rd ed., vol. 124, no. 1. United States of America, 2009.

[44] H. Gardner, "Intelligence reframed: Multiple intelligences for the 21st century," vol. 16, no. 2, pp. 131 –133, 1999, doi: 10.1080/15332276.2001.11672976

important role in learning process and it affects the students' achievement in learning. It can be said that the students should have dominant linguistic intelligence in order to help them learning a language[45]. Moreover, it is a new thing related with the previous studies that most of them have discussed about the relationship of multiple intelligence toward the students' Writing Achievement in Descriptive Text.

B. Frame of Thinking

English which has been stated as a foreign language in Indonesia becomes one of important subject that is needed to be learned because students in Indonesia must be able to stand together with students from other countries. They must be able to communicate in English. Therefore, they can take part in a global community, they can use it for their future works, they also able to negotiate with people from other countries, all those reasons bring Indonesia stand equally with other countries. Besides, the English subject is examined in the National Final Examination in Indonesia. Students, parents, teachers, and school are trying to improve and achieve good goals for examination. Thus, students' English learning achievement also seems to be concerned. Students writing Achievement can be influenced many factors either internal factors including physiology and psychology or external factors including social and non-social factor. All of the factors are allied to affect the students' achievement and support each other.

Among the different domains of MI proposed by Gardner, LI is assumed to be the most relevant to language learning. LI, as defined by Armstrong refers to The capacity to use words effectively, whether oraly or in writing. So, the researcher in the study focuses on linguistic intelligence as one factor can influence to language learning especially English language.

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[45] A. Alhamuddin and B. Bukhori, "The Effect of Multiple Intelligence-Based Instruction on Critical Thinking of Full Day Islamic Elementary Schools Students," Ta'dib, vol. 21, no. 1, p. 31, 2016, doi: 10.19109/td.v21i1.590.

Another factor that influences factor in writing Achievement students is vocabulary knowledge and ability in contructing grammar. When a foreign language in writing an insufficient vocabulary is trying to write the text well. Therefore, it is predicted that linguistic intelligence is one of the most important factor that studets need in improve their writing skill. Visually, the conceptual framwork is presented in figure 2.1 , as below :
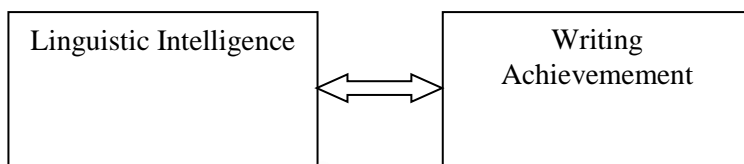
Linguistic Intelligence	⟷	Writing Achievemement

Figure 2.1 Conceptual Framework

C. **Hypothesis**

Based on the explaination above this research will take the hypothesis as follows :

(Ho) : There is no Correlation between Students' Linguistic Intelligence and Their Writing Achievement at the Tenth Grade of SMAN 1 Talang Padang in the academic year of 2021/2022

(Ha) : There is Correlation between Students' Linguistic Intelligence and Their Writing Achievement at the Tenth Grade of SMAN 1 Talang Padang in the academic year of 2021/2022

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