

**THE CORRELATION BETWEEN STUDENTS' LINGUISTIC
INTELLIGENCE AND THEIR ENGLISH-SPEAKING SKILL
ACHIEVEMENT
(A CORRELATIONAL STUDY IN ENGLISH LANGUAGE EDUCATION
DEPARTMENT OF UNIVERSITY NUSANTARA PGRI KEDIRI)**

SKRIPSI

Presented as partial Fulfillment of the Requirement to Obtain the Bachelor Degree
of Educational (S. Pd) of English Language Education Department Faculty of
Teacher Training and Educational University of Nusantara PGRI Kediri



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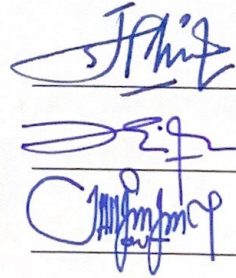
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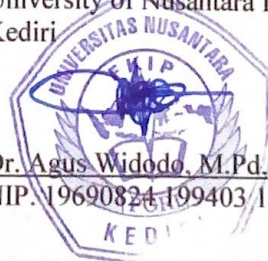
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MOTTO AND DEDICATION

MOTTO:

“A Gentleman Never Tells.”

DEDICATION:

- Allah SWT who always give strength and blessing during the process of this Skripsi.
- My beloved parents (Mr. Suroyo and Mrs. Rimiati), thank you for always supporting me.
- My beloved sister (Yorie).
- To student who has student number 2014050002.
- My self for believing me until I reach to this point.

ABSTRACT

Akbar Putra Surya: The Correlation Between Students Linguistic Intelligence and their English-Speaking skill Achievement (A Correlational study in English Language Education Department of University Nusantara PGRI Kediri), Skripsi, English Language Education Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024.

Keyword: Linguistics Intelligence, English-speaking Skill, Learning Achievement

Linguistic intelligence is intelligence related to language and vocabulary, both written and spoken. Linguistic intelligence plays a pivotal role in speaking skills as it involves the capacity to understand and manipulate language effectively. This research aims to investigate the correlation between students' linguistic intelligence and their English-speaking skill achievement within the context of the English Language Education Department at the University of Nusantara PGRI Kediri.

The researcher used a quantitative approach and correlation research design by examining the correlation between students' final grades. This research was conducted at the University of Nusantara PGRI Kediri. The subject of this research is fourth-grade students consisting of 38 students. The SPSS version 25 is used to analyze the data from students.

The results show that there is a significant correlation between students' linguistic intelligence and their English-speaking skill achievement at the University of Nusantara PGRI Kediri. It is proven by the result of data analysis which r_{xy} is 0.822. In the standard significant table, for standard significant 5% r_t is 0.444. While, for standard significance, 1% r_t is 0.561 or can be written as $0.444 < 0.822 > 0.561$ It means $r_{xy} > r_t$. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be summarized that linguistic intelligence has a strong correlation to English-speaking skill achievement.

Finally, the researcher concludes that there is positive correlation between students' linguistic intelligence and English-speaking skill. This research gives information to the student, and teacher about the importance of Linguistic Intelligence in performing Speaking skill. Apart from that, students' ability to understand English-speaking becomes much better. The researcher also suggests that, grammar, vocabulary, and pronunciation practice are the required subject to improve students English-speaking skills.

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Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher is able to finish the Skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This Skripsi with the title "The Correlation between students linguistics Intelligence and their English-Speaking Skill Achievement" was written to fulfill some of the requirements for obtaining a Bachelor of Education degree, at the English Language Education Department FKIP University Nusantara PGRI Kediri.

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The researcher realized that this skripsi still has many shortcomings, so the researcher welcome comments, criticism, and suggestions from various parties.

The researcher hopes this skripsi will be useful for all of us, especially for the world of education.

Kediri, July 15th, 2024



Akbar Putra Surya

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem identification, limitation of the problem, formulation of the problem, objective of the research, significance of the research.

A. Background of the Research

Every student has intelligence that needs to be developed in the learning process they are going through. Of the various types of intelligence that exist, one of them is linguistic intelligence. Linguistic intelligence is defined as the intelligence of an individual in managing words or language, which intelligence is the most universal intelligence among the seven intelligences in multiple intelligences (Suarca et al., 2016). Linguistic intelligence is an intelligence to be able to express opinions effectively and efficiently orally and in writing through word and language processing. An individual who is linguistically intelligent has good argumentation skills, can convince others, is able to entertain and teach others effectively through his words (Tisnasari, 2014).

Linguistic intelligence is intelligence related to language and vocabulary, both written and spoken. Someone with high verbal intelligence will not only show an appropriate mastery of language, but can also tell stories, debate, discuss, interpret, present reports, and carry out various other tasks related to speaking and writing. Usually, this intelligence is owned by an orator, negotiator, lawyer, or high-ranking leaders in the world. Therefore, speaking skills can be developed through learning and communicating with others. Speaking effectively involves not only the words

used but also the tone of voice, facial expressions, and posture and body movements (Kilag et al., 2023).

Linguistic intelligence plays an important role in speaking skills because it involves the capacity to understand and manipulate language effectively. People who have linguistic intelligence usually have a sensitivity to grammar and sound patterns, and enjoy reading, writing, listening and playing with words. People with high linguistic intelligence not only show good language skills but are also able to tell stories, argue, discuss, make reports and complete various tasks related to speaking and writing (Lwin, 2002). That way, someone who has linguistic intelligence should be able to learn English well and quickly. (Gardner & Lambert, 1959) also said that linguistic intelligence is a motivational variable in language acquisition. This is also supported by (Ellis, 2015), that linguistic intelligence influences a person's acquisition of a second language. Therefore, intelligent linguistics has an important role in training student's speaking skills.

Linguistics and speaking ability are applied in various subjects, one of which is some problems faced by teachers, in among them, there are students who still lack confidence in class speaking in front, the lack of students' understanding of what already explained by the teacher, his lack of motivation to learn and lack the role of parents in helping students' self-confidence. To help with this problem, to minimize anxiety speaking skills can use the role-playing method. Where, students are encouraged to speak according to the events in the story. Role playing also helps students to be more confident in communicating and speaking well. By playing role,

students are required to express speaking skills ever experienced through a fictional story or real (Wulandari et al., 2019).

Speaking involves the utilization of oral language to communicate with others. It encompasses the use of words, intonation, and facial expressions to convey messages, ideas, or information to the listener. Speaking involves an understanding of the context, the purpose of communication, and the audience being addressed. Techniques such as speaking clearly, paying attention to appropriate intonation, using supportive body language, and selecting suitable and effective words are crucial parts of effective speaking implementation. The ability to speak well is highly significant in various scenarios, whether in professional, educational, social, or personal environments (Tisnasari, 2014).

Moreover, speaking also includes the use of technology in oral communication, such as video conferences, phone calls, or voice messaging applications. With technological advancement, speaking does not just occur face-to-face but also through online platforms, enabling people to communicate remotely. Speaking through technology demands proficiency in using these tools, clarity in speech, and an awareness of non-verbal aspects that can be conveyed through these mediums to ensure effective communication (Alrajafi, 2021).

The aspects or elements of speaking skills encompass a diverse range of components crucial for effective oral communication. These include linguistic elements such as vocabulary, grammar, and sentence structure, which form the foundation of verbal expression. Vocabulary selection plays a vital role in conveying precise meaning and intent, while proper grammar and sentence

structure ensure clarity and coherence in communication. Pronunciation and phonetics also contribute significantly to speaking skills, as they affect how comprehensible and natural one sounds when speaking a language. Additionally, non-linguistic elements like intonation, stress, and body language are equally vital. Intonation and stress help convey emotions, emphasize key points, and maintain engagement, while body language, including gestures and facial expressions, enhances the overall message and reinforces understanding (Alrajafi, 2021).

(Dewi, 2018) stated, which revealed a positive impact of linguistic intelligence on Indonesian language learning outcomes, serves as a foundational reference that there was a significant correlation between linguistic intelligence and Indonesian knowledge competence of grade V students of SD Cluster I Gusti Ngurah Rai West Denpasar.

(Dwiprabowo, 2021), who found the results of the calculation of the correlation coefficient between the variable of linguistic intelligence (X) and summary writing skills (Y) has strong relationships and positive prices indicate that the correlation coefficient between linguistic intelligence and summary writing skills is positive or directly proportional.

(Sonia, 2021) concluded that Collaborative Strategic Reading (CSR) strategy is better than the Directed, Reading, Thinking, Activity (DRTA) strategy in improving students' learning outcomes of understanding English texts. Students who have a high linguistic intelligence obtain higher English learning outcomes than the students who have low linguistic intelligence.

In alignment with these studies, the proposed research seeks to build upon their findings by concentrating specifically on the English-speaking skills of students within the English Language Education Department at the University of Nusantara PGRI Kediri. This targeted approach recognizes the unique linguistic challenges and learning environment of English Language Education Department.

The research was employing a correlational research design, aiming to establish the degree and nature of the relationship between linguistic intelligence, measured through appropriate assessments, and English-speaking skill achievement, assessed through speaking proficiency evaluations. The data will be collected from students enrolled in the English Education Department, and statistical analyses will be employed to determine the strength and significance of the correlation.

Based on the observations, the researcher found out several phenomena or problems related to this researcher. First, the lack of linguistics intelligence, where the phonological differences between English and Indonesian, both grammatically and lexically, make students confused. Second the students' speaking skills are still low because they are not confident to start communicating. This is because students' fluency in producing a language cannot be separated from their linguistic intelligence. The linguistics intelligence possessed by students in this case is one of the things related to or influencing student learning outcomes. Learning outcomes are changes that occur in students concerning cognitive, affective and psychomotor aspects as a result of learning activities. However, it can be simplified that student learning outcomes are abilities that children acquire after learning activities,

because learning itself is a process of someone who is trying to acquire a form of relatively sedentary behavior change.

The primary focus of this research revolves around establishing a clear correlation between students' linguistic intelligence and their proficiency in English-speaking skills within the English Education Department at the University of Nusantara PGRI Kediri. This entails assessing students' linguistic intelligence through various measures, comprehension of linguistic structures, and their application in spoken English. By establishing a correlation between linguistic intelligence and English-speaking skills, the findings can inform curriculum design, teaching methodologies, and assessment strategies. Understanding this correlation could lead to tailored interventions that cater to students' linguistic strengths and weaknesses, potentially enhancing their English-speaking abilities.

Moreover, this research may encourage discussion regarding the integration of linguistic intelligence assessment into admissions criteria or educational programs, thereby providing a more holistic approach to student evaluation. Ultimately, these insights could elevate the quality of English language education within this specific academic setting, serving as a template for other programs aiming to improve language proficiency among students.

This proposed research aims to investigate the specific correlation between students' linguistic intelligence and their English-speaking skill achievement within the context of the English Education Department at the University of Nusantara PGRI Kediri. While previous studies have explored the influence of linguistic intelligence on language learning outcomes, this research narrows its focus to

English-speaking skills, providing a targeted examination of linguistic intelligence in the English language education setting.

Based on the results of observations made at the University of Nusantara PGRI Kediri, there are several problems in student learning outcomes in the English education study program, including student learning outcomes that are still low. This means that many students have scores below the minimum completeness criteria. Based on the description above, the researchers were motivated to conduct research entitled:

“The Correlation Between Student’s Linguistic Intelligence and Their English-Speaking Skill Achievement (A Correlational Study in English Education Department of the University of Nusantara PGRI Kediri Kediri).”

B. Identification of the Problem

Based on the research background above, the following problems were identified:

1. The large number of new vocabulary and sentence structures that are different from Indonesian makes many students reluctant to use English, especially new students.
2. A lack of self-confidence. Self-Confidence is still a problem for English learners or students, even though it has been studied since elementary school, their speaking skills are still low because they lack the self-confidence to start communicating.

C. Limitation of the Research

In this research, the researcher focused to find out the correlation between student's linguistics intelligence and their English-speaking skill achievement in fourth grades student of English Language Education Department at University of Nusantara PGRI Kediri.

D. Formulation of the Research

In this research the researcher formulates the research problem with a question is there any significant correlation between students' linguistic intelligence and their English-speaking skill achievements?

E. Purpose of the Research

The purpose of this research is that to investigate whether there is a significant correlation between linguistic intelligence and the students' English Speaking Skill learning achievements.

F. Significance of the Research

Researcher hope that this research can contribute to teaching and learning English. It has two significances of the main theory and practical significance:

1. Theoretical Significance

The theoretical significance of this research lies in its potential to contribute to the academic understanding of the correlation between linguistic intelligence and English-speaking skills.

2. Practical Significance

The result of this research is expected to be useful for teachers, students, and the other researcher.

a. For Teachers

The research of this research is expected to be a reference regarding the correlation between linguistic intelligence and English-speaking skill.

b. For Students

The results of this research can be used as a reference to improve students' English-speaking Skills.

c. For the other researcher

The result of this research may serve as an evidence or support the future research in line with academic performance among students.

G. Definition of key terms

1. Linguistics Intelligence

Linguistic intelligence can be summed up as a person's ability to process words into sentences to convey something they want to express.

2. Speaking Skill

Speaking skill is a person's ability to speak verbally and non-verbally. In English learning, speaking skills can be trained by frequently communicating with friends by using English languages.

3. Learning Achievement

In general, learning achievement is used to measure student success or failure in learning. It can be said that learning achievement is the result of student learning in learning activities that students have been able to carry out.

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