

# CHAPTER I

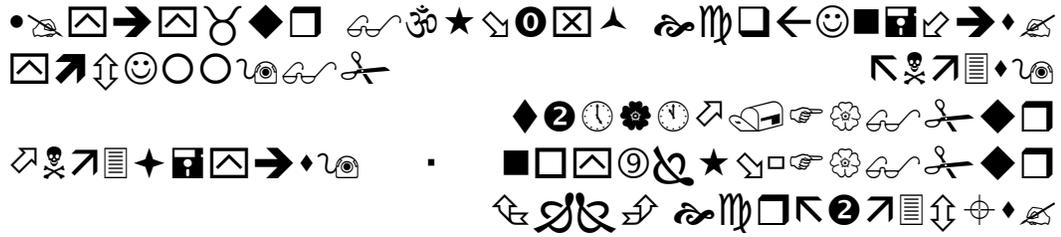
## INTRODUCTION

### A. Background of Study

Human beings are social creatures. They need to interact with others in their life. Everybody needs to communicate with his or her surroundings. One of ways to communicate with others is by using language. Language has an important role in people's life. Language becomes very important means of communication since all of people in a particular social community use it to interact among one another.

There is a challenge in education field regarding the variation of student progress. No two individuals are alike in the universe. If any students want to reach his or her goals or aims, he or she has to meet many challenges like cognitive ability, efficient methods of learning, concentration, memory, intelligence, learning environment and the student progress. Students differ immensely in intelligence. Intelligence refers to Capacity to learn with speed and accuracy, Capacity to solve problems and Capacity to adjust in the society. Moreover on the Holy Qur'an surah An-Nahl verse 78, Allah has created intelligence for human beings in order to they would be grateful.





Based on the verse above, people know that everybody has different capacity and Allah has created intelligence (capacity) for human beings in order to they would be grateful. Despite the fact that the notion of general intelligence had long been broadly accepted by psychologists, it was replaced by multiple intelligences theory proposed by Gardner. Gardner (1983, p.81) defines “intelligence as the ability to solve problem or to create fashion products that are valued within one or more cultural settings.” Gardner’s theory proposes different and autonomous intelligence capacities that result in many different ways of knowing, understanding and learning about the world to have a better understanding of it.

There are eight types of multiple intelligences, and one of the types is linguistic intelligence. Linguistic intelligence is the ability of the individual which involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals (Gardner, 2005: 5). This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information.

Walnut (2002) said that Linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to express what’s

on your mind and to understand other people. In addition, people with high linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, discussion, and debate.

People with linguistic intelligence love and are talented with words. They enjoy reading, writing and learning languages. They have an ability to teach and explain things to others. They learn best by reading, taking notes and going to lectures.

Definition of the researchers mean by linguistic intelligence is the ability of the student when the student has the ability to use words effectively and the ability of the student in learning a second language in this case is English language. In English language, there are a lot of skills that must be mastered by everyone.

Based on the curriculum in Indonesia, English language is one of the important subjects in the school. It is very important for us especially for students. It becomes a compulsory subject at junior high school, senior high school, even university. English cannot be separated from English function itself in international community. The government knows the importance of English learned by Indonesian people so that they can not only to communicate with other people from other countries but also to compete with them in all aspects of life in international world.

Mastery of English language is very important because English is a language of a high importance in the international relationship either formally or informally. Considering English has crucial position, the Indonesian government realizes that English has to be learned by Indonesian people without ignoring the status of *Bahasa Indonesia* as own national language. Nowadays, many people learn English. In Indonesia, English has been taught from junior high school to universities. People can use many ways to learn English more effective. So, the mastery of the English language is very important for us especially for beginners.

From the statements above give a real description that there is a strong correlation between linguistic intelligence and English mastery. Therefore, the researcher wants to conduct a research to find out whether there is significant correlation or not between linguistic intelligence and English mastery.

There is previous study written by the students of Islamic Malang University, entitled "*The Correlation Between Linguistic Intelligence And Reading Ability*" by Hanna Hayyu Purnamasari. The aim of this study is to know whether there is significant relationship between linguistic intelligence and reading ability. The sample of this study is 37 students. The method used in this study was quantitative method and the technique used was a correlation technique. In collecting the data, linguistic intelligence questionnaire and reading comprehension test were used. The score of reading comprehension test were collected from twenty multiple-choice questions. In addition, the writer used questionnaire set was adapted from the book written by Paramitasari to measure

students' linguistic intelligence. The result of this research shows that there is correlation between linguistic intelligence and reading ability. So, this study has similarities in the method but have different in one variable. She get research the reading ability and the writer gets research the students' English mastery. Another study from Majid Pour-Mohammadi also investigated similar study entitled "*The Relationship between Students' Strengths in Multiple Intelligences and Their Achievement in Learning English Language.*"

Based on the writer's experience and preliminary observation, the conditions of grade 8<sup>th</sup> students in MTsN 1 Gambut is they have relatively low in English mastery. Some students said that they like English but when they want to answer the question about English test, they have difficulties to answer the question. A lot of them are indeed quite good with their English language, but those kinds of students exist in small numbers. As far as the researcher knew that one of the characteristic of linguistic intelligence is like English. So, the researcher interested to examined there is significant correlation between students' written linguistic intelligence and English mastery at eighth grade students of state Islamic junior high school 1 Gambut or not.

Based on the explanation above, the writer is interested in conducting a research about ***STUDENTS' WRITTEN LINGUISTIC INTELLIGENCE AND ENGLISH MASTERY AT EIGHTH GRADE STUDENTS OF STATE ISLAMIC JUNIOR HIGH SCHOOL 1 GAMBUT.*** The writer correlates

students' written linguistic intelligence with their English mastery, it is because English language holds the main subject of curriculum in Indonesia.

## **B. Statement of Problem**

Based on the background of the study, there are many problems that can be identified. The problems are as follows:

1. What is level of the students' abilities in mastering English on eighth students of MTsN 1 Gambut in academic year 2015/2016?
2. Is there any correlation between linguistic intelligence and English mastery?

## **C. Objective of Study**

This research has some objectives are as follows:

1. To know what is level of the students' abilities in mastering English on eighth grade students of MTsN 1 Gambut in academic year 2015/2016.
2. To know the correlation between students' linguistic intelligence and English mastery eighth grade students of MTsN 1 Gambut in academic year 2015/2016.

## **D. Significance of Study**

1. Theoretical Benefit

The result of this study hopefully will give some useful information about linguistic intelligence and mastering English language. This study will also present the correlation between mastery among the eighth grade students of MTsN 1 Gambut in academic year 2015/2016.

## 2. Practical Benefit

The writer expects that the study will give the benefits for English students in reading strategies, they are:

- a. For students, the result of this study hopefully can be used by the students to develop their understanding about linguistic intelligence and mastering English language.
- b. For teachers, the result of this study hopefully can be used by the teachers to improve the quality of teaching and learning process in the classroom.
- c. For readers, by reading this study hopefully the readers will get useful information about linguistic intelligence and mastering English language.
- d. For MTsN 1 Gambut, The result of this study hopefully can be used to improve the quality of education in the school and also be a reference in the library.

### **E. Limitation of Study**

In this research, the writer limits the problem only about students' linguistic intelligence and English mastery at the eighth grade students of MTsN 1 Gambut in academic year 2015/2016. The writer limits the test of English mastery only about written test. The written test consists of listening skill, reading skill, writing skill, vocabulary mastery and grammar ability.

## **F. Assumption**

The assumption for this research problems are:

1. Each student has different strengths in linguistic intelligence and English mastery.
2. The students' strengths in linguistic intelligence at the eighth grade students of MTsN 1 Gambut in academic year 2015/2016 influences their English mastery.

## **G. Hypothesis**

There are two kinds of hypothesis, which are to be tested in this correlations research as follow:

1. Alternative hypothesis ( $H_a$ )

There is significant correlation between students' linguistic intelligence and their English mastery at the eighth grade students of MTsN 1 Gambut in academic year 2015/2016.

2. Null hypothesis ( $H_0$ )

There is no significant correlation between students' linguistic intelligence and their English mastery at the eighth grade students of MTsN 1 Gambut in academic year 2015/2016.

## H. Definition of Key Terms

There are some key terms are used in this research. The terms are as follows:

1. Correlation is a measure of the strength of the relationship or association between two or more sets of data. For example, we may wish to determine the relationship between the scores of a group of students on a mathematics test and on a language test. Different types of correlation are reported in the applied linguistics literature, whose use is determined by the types of variables that are correlated. (Longman Dictionary of Language Teaching and Applied Linguistics: 2010)
2. Linguistic Intelligence: this intelligence involves those with the mastery of language and they have the tendency to think in words and are highly skilled listeners. They are better memorizers of information and they enjoy storytelling and jokes. Their linguistic intelligences enable them to concentrate on grammar and vocabulary and they are efficient explainers, persuaders or entertainers. Teachers can give tasks on writing, reading and presenting oral reports about various aspects of their lives. (Gardner, 1999)
3. English mastery: Mastery is the great skill/knowledge (Bull, 2010, p. 271). To gain control of something is to overcome something, able to control other, dominating, very skillful, and great skill. In this research, it means the mastery in English at the eighth grade students of MTsN 1 Gambut in academic year 2015/2016.

## **I. Research Paper Organization**

This research is divided into five chapters, as below:

1. The first chapter is introduction. It consists of background of study, statement of problems, objectives of study, hypothesis, significance of study, limitation of study, definition of key terms and research paper organization.
2. The second chapter, the writer talks about theoretical review, there are underlying theory that consists of linguistic intelligence, English mastery and correlation between linguistic intelligences and English mastery.
3. The third chapter, the methodology of this research will be presented. It consists of research approach, source of data, data collection procedure and data analysis.
4. The fourth chapter, the writer discusses the result of the research and discussion.
5. The fifth chapter is closure, which consists of conclusion and suggestion.