CHAPTER I

INTRODUCTION

This chapter will present and discuss about introduction concerning background of study, research problem, research objectives, assumption of study, hypotheses, significant of study, scope and limitation of study and definition of key terms.

A. Background of Study

Every human in the world is as social human. It is possible when people communicate or interact with others. To communicate with other, people use language orally and it is called by speaking. According to Ronald Carter and David Nunan in their book stated that "Speaking in a second language (L2) involves the development of a particular type of communication skill."[1] So that, speaking is one of skill that second language students must have because without have speaking skill, they cannot express a language orally.

The students that has intelligence they will have high competence in speaking because in the element of intelligence which can be presupposed to influence the development of speaking competence, such as actuators means that output from an intelligent system is produced by actuators that move, exert forces, and position arms, legs, hands, and eyes. Concerning to the speaking skills, the ideas put forward the view that actuators have significant influence on speaking skills development

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[1] Ronald Carter and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages* (Cambridge: Cambridge University Press, 2001). Page., 14.

because actuators work on sustaining the output when someone produces sounds, words, and sentences in speaking particularly when conversation occurs.[2] Basically the students that have speaking skill require high intelligence.

Intelligence is often defined as the intellectual potential that humans have. Intelligence is an individual difference that is influencing the students in learning a second or foreign language such as English.[3] According to Thomas R. Hoerr's book, Intelligence is the ability to solve a problem or create a product that is valued in a culture or society.[4] So intelligence is mental capacity that people have from they are born and develop by many factors as like internal and external factors.

When we talk about intelligence, Howard Gardner divided intelligence into seven intelligences that is possessed by all human. It calls as multiple intelligences. Actually, there are nine intelligences that is introduced by Howard Gardner, but only seven intelligence which several humans have, as like linguistic intelligence, logic – mathematic intelligence, musical intelligence, spatial intelligence, bodily kinaesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.[5]

Linguistic intelligence is one of the intelligence that all humans have because linguistic intelligence has to do with the word, spoken, or

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[2]Wira Kafryawan, Hakim Yassi, and Nasmilah, "The Influence of Intelligence on Students' Speaking Skills," *ELS Journal on Interdiciplinary Studies on Humanities* 1, no. 2 (2018). Page., 149.

[3]Dian Erlina et al., "Linguistic Intelligence of Undergraduate EFL Learners in Higher Education: A Case Study," *Universal Journal of Educational Research* 10 (July 2019). Page., 2143.

[4]Thomas R. Hoerr, *Becoming A Multiple Intelligence Scool* (Alexandria: Association for Supervision and Curriculum Development, 2000). Page., 2.

[5]Jane Arnold and M Carmen Fonseca, "Multiple Intelligence Theory & Foreign Language Learning : A Brain - Based Perspective," *Universal Journal of English Studies* 4 (2014). Page., 120.

written. According to Howard Gardner, linguistic intelligence is the intelligence, the intellectual competence that seems most widely and most democratically shared across the human species.[6] Student that has linguistic intelligence they can have high achievement in learning English. Sometimes although the students have linguistic intelligence they do not have high achievement because it is not supported by any motivation, any force by themselves.

So According to Gardner, he argues that linguistic intelligence is the capacity to use the word effectively, whether orally or in writing.[7] So if the students have linguistic intelligence, the students can be easier to achieve knowledge about language especially in learning English.

The fact, the average of Indonesian students has low English proficiency, they have poor performance in speaking, reading, writing and also listening while these skills are abilities to have to measure linguistic intelligence. According to English Proficiency Index (API) that be released by Education First shows that Indonesian's rank has stood at a low proficiency level since 2017 and Indonesia is still below from the other ASEAN countries such as Singapore with (68.63%) very high proficiency levels, the Philippines (61.84%) and Malaysia (58.32%) at the high proficiency levels. Even Indonesia is lowest than Vietnam (53.12%)

[6]Howard Gardner, *Frames of Mind*, Second Edition (New York: Basic Books, 1993). Page., 82.
[7]George R. Taylor and Loretta MacKenney, *Improving Human Learning In The Classroom : Theories and Teaching Practice* (United States of America: Rowman & Littlefield Education, 2008). Page., 113 – 114.

that is at the medium levels.[8] Although the students have a good understanding of reading, writing, or listening they cannot produce the language orally, it called passive understanding so that they must be adequate in speaking too.[9]

Now days, when we learn about definition of linguistic intelligence and characteristic of linguistic intelligence as like ability to learn language through listening, reading, writing, speaking, easily remembers written and spoken information, and so on.[10] We can conclude that in Indonesia there are many students which have linguistic intelligence, but they do not have high achievement in learning English especially in speaking. The researcher has prediction that they do not have a concentration in memorizing the information about the word or sentence that going to speak, they do not have a variety of vocabulary, do not have confidence in spoken English and so on.

Linguistic intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using

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[8]Agus Aryanto, *"Kemampuan Bahasa Inggris Masyarakat Indonesia"*, Artikel ilmiah lengkap, diakses dari https://www.google.com/amp/s/amp.wartaekonomi.co.id/berita207458/kemampuan-berbahasa-inggris-masyarakat-indonesia-masih-rendah, pada tanggal 28 Juni 2020 Pukul 20.49.
[9]Geoffrey Broughton et al., *Teaching English as Foreign Language*, Second Edition (London: Routledge, 1980). Page., 76.
[10] Thomas R. Hoerr, Sally Boggeman, and Christine Wallach, *Celebrating Every Learner : Activities and Strategies for Creating a Multiple Intelligence Classroom* (San Fransisco: Jossey - Bass, 2010). Page., 106.

language to inform), and metalanguage (using language to talk about itself).[11] We can underline that thing that has relation with language either orally or in writing it is better to have linguistic intelligence.

According to Hafsyah Maisyarah research on The Correlation Between Students' Verbal Linguistic Intelligence And Their Reading Achievement (*A Correlational Study at the Fifth Semester Students of the Department of English Education of Syarif Hidayatullah State Islamic University of Jakarta in Academic Year 2016/2017*) found that there was no a significant correlation between verbal – linguistic intelligence and reading achievement of the fifth semester students of Department of English Education of Syarif Hidayatullah State University of Jakarta in academic year 2016/2017. It means Ha is rejected. Therefore, it can be summarized that verbal – linguistic intelligence has weak correlation to reading achievement.[12]

In this research, the researcher would like to observe the students' speaking achievement in learning English seen by linguistic intelligence. Based on the background of study and the phenomenon that has been written above, the researcher would conduct the research with entitled "**The Effect of Linguistic Intelligence to Students' Speaking Achievement in Learning English at MA Mambaul Ma'arif Montor.**"

B. **Research Problem**

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[11]Thomas Armstrong, *Multiple Intelligence in The Classroom*, Second Edition (Alexandria: Association for Supervision and Curriculum Development, 2000). Page., 2.

[12]Hafsyah Maisyarah, "The Correlation Between Students' Verbal Linguistic Intelligence And Their Reading Achievement (A Correlational Study at the Fifth Semester Students of the Department of English Education of Syarif Hidayatullah State Islamic University of Jakarta in Academic Year 2016/2017)" (Jakarta, Syarif Hidayatullah State Islamic University of Jakarta, 2016). Page., 52.

Research problem is an educational issue, concern, or controversy that the researcher investigates.[13] It is so different with Ary statement, he stated that research problem is the researcher choose the general area of investigation, then narrows it down to specific statement of the research question.[14] Based on the background of study above, then the research problem are:

1. Is there any effect of linguistic intelligence to students speaking achievement in learning English at MA Mambaul Ma'arif Montor?

2. How is the significant of linguistic intelligence to students speaking achievement in learning English at MA Mambaul Ma'arif Montor?

C. Research Objectives

According to Creswell, research objective is a statement of intent used in quantitative research that specifies the goals that the investigator plans to achieve in a study.[15] So research objectives are the answer of research problem that the researchers' mean. The researcher should know about the goals of the study that will be searched by showing the aims. Research objectives are as follows:

1. To investigate the effect of linguistic intelligence to students speaking achievement at MA Mambaul Ma'arif Montor.

2. To measure the significant of linguistic intelligence to students speaking achievement at MA Mambaul Ma'arif Montor.

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[13]John W. Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research*, Fourth (Lincoln: Pearson, 2012). Page., 66.
[14]Donald Ary et al., *Introduction to Reaserch in Education* (United States of America: WADSWORTH CENGAGE Learning, 2010). Page., 44.
[15]Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research*. Page., 111.

D. Assumption of Study

Assumption is a basic hunch or postulate about something related to the research problem which is the rightness has been received by researcher.[16]

So, the researcher has an assumption of this study that is every student has different linguistic intelligence that can influence their speaking English achievement.

E. Hypotheses

According to Creswell, hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.[17] There are two types of hypotheses, null hypotheses and alternative hypotheses. Null hypotheses are there is no relationship between independent and dependent variables or no difference between groups of an independent variable or a dependent variable. And alternative hypotheses are contrast with the null hypotheses.[18]

The researcher proposes two hypotheses, namely Null hypotheses and Alternative hypotheses. They are as follow :

1. Null hypotheses (Ho): There is no effect of linguistic intelligence to students speaking achievement in learning English at MA Mambaul Ma'arif Montor.

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[16]*Pedoman Karya Tulis Ilmiah* (Pamekasan: STAIN Pamekasan Press, 2015). 10.

[17]Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research*. Page., 111.

[18] Ibid. page., 126 – 127.

2. Alternative hypotheses (Ha): There is the effect of linguistic intelligence to students speaking achievement in Learning English at MA Mambaul Ma'arif Montor.

From the two hypotheses above, the researcher has strong believe to the null hypotheses (Ho). Because according to previous study on Hafsyah's research was finding that there is weak correlation between verbal linguistic intelligence to the students reading achievement. It means that there is a possibility that there is no the effect of linguistic intelligence to students speaking achievement in learning English at MA Mambaul Ma'arif Montor.

F. Significant of study

In significant of study, the researcher has to make the readers understand clearly with the topic in the research and should be given some advantages for the readers especially in education.

1. Theoritically

This research is expected to prove about the effect of linguistic intelligence to students' speaking achievement in learning English.

2. Practically

a. To students

This research is expected to give knowledge about the linguistic intelligence which they are have, and how to enrich their speaking achievement by using their linguistic intelligence.

b. To teacher

This research is expected to give new information to the teacher that different students have different linguistic intelligence that make the students have different achievement and make the teacher give different treatment for every student.

c. To researcher

This research is expected to develop the new knowledge about the effect of linguistic intelligence to students' speaking achievement in learning English.

G. Scope and Limitation of Study

The scope of the study has to be defined at a preliminary stage and that is very important. The scope of this study is about the effect of linguistic intelligence to students speaking achievement in learning English.

In this research, the researcher limited only for the students XI - A Class of MA Mambaul Ma'arif Montor.

H. Definition of Key terms

The key terms is a word that serves as a key, as the meaning of another word or sentence. It can help the readers to understand about the meaning of the term in the research and give a clear explanation of the terms that will be researched.

The researcher will give the definition of key terms which is used in this research are as follows:

1. Linguistic Intelligence is intelligence that human have to use, organize, processing the word whether it is spoken or written.

2. Students' Speaking Achievement is an achievement which students have from speaking material that teacher have been taught.