



The Impact of Linguistic Intelligence on Indonesian Narrative Writing Skills

Chairunnisa^(✉) , Yumna Rasyid , and Aceng Rahmat 

State University of Jakarta, Jakarta, Indonesia

chairunnisa.lt2015@mahasiswaunj.ac.id, {yumna.rasyid,
aceng.rahmat}@unj.ac.id

Abstract. The purpose of this study was to determine the linguistic intelligence of students' Indonesian narrative writing skills. This study uses experimental research with a one-group experimental design. The participants in this study were students at Kusumanegara University, Jakarta. 100 students are a participant in this research process. The process of collecting data using essay tests (writing narratives) and questionnaires for linguistic intelligence. The data analysis technique used correlation Product Moment. The findings conclude that there is a significant impact on the level of students' linguistic intelligence on the quality of narrative writing. The mean of the narrative writing test was 83,9 with the highest score being 95 and the lowest score being 70. While the result of the product moment test between linguistic intelligence on narrative writing ability is 0.1029. It means that it is a very high correlation. So, there is a significant difference and influence of students' linguistic intelligence on the results of their narrative writing. Thus, teachers must be able to direct their linguistic skills to be better so that learning to write can have contextual value in the lives of students.

Keywords: Indonesian · Linguistic Intelligence · Narrative Writing

1 Introduction

Learning to write for college students has different goals from students at the high school level. This means that students are not only product-oriented but process-oriented so that an integrated learning process occurs (Murray, 2012). Students must be able to apply these writing skills in everyday life. Thus, writing skills are one of the skills that are often considered difficult and the process of learning to write is often felt to be saturated by students. This is in line with the assumption of Richards & Renandya (2005) that writing skills are the most difficult thing, especially for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating ideas into readable text. Writing skills are very complex. Second language writers should pay attention to higher-level skills of planning and organizing as well as basic-level skills of spelling, punctuation, word choice, and so on. In addition, the writing process requires complex stages and knowledge, and a level of mastery of grammatical accuracy (Liao, 2016).

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To write a narrative, creative ideas are needed that can be developed through imagination. Imagination can also be a source of ideas for writing narratives. Thus, students need a lot of information to develop their ideas. Narratives derived from students' personal experiences are easier to understand and structured (Özyildirim, 2009). Narrative writing, emphasizes the importance of writing to rework professional experience, which is very important for aspiring student educators as reflective practitioners (Salerni, Sposetti, & Szpunar, 2014).

One of the factors that play an important role in influencing students' writing activities is knowledge of grammar. This is closely related to linguistic intelligence. In linguistic intelligence, there is a mastery of grammar in language learning to write which also supports the success of structured writing (Liao, 2016).

Grammar is the rules of language use. A good language user to master grammar and be able to use it. Grammar is an important element in a language that can provide contextual meaning to lexical elements of language. With grammatical students can compose sentences that are used in conveying thoughts and intentions to others or to understand other people's thoughts and intentions. Grammar includes ontology, syntax, and semantics. Myhill et al. (2013) show that the teaching of grammar has been mandated in compulsory curriculum documents in the UK since 1988. However, research evidence continues to show that metalinguistic knowledge is an area of challenge for many teachers. It also illustrates how students' learning about writing is influenced by the teacher's metalinguistic knowledge.

The role of logical/mathematical intelligence in writing has not been identified, and linguistic intelligence is claimed to be the key factor responsible for language skills. The findings reveal that EFL students with higher logical/mathematical intelligence tend to use more logical connectors in their essay writing (Rahimi & Qannadzadehb, 2010). It meant that linguistic intelligence simultaneously influences writing ability (Khairani, 2014; WN et al., 2018).

During the editing process, students used their level of linguistic intelligence. One of them is morphological knowledge related to the correct use of words (Kusumawardhani, 2018). Of course, the implementation of linguistic intelligence is related to pouring out information that students already have from reading habits. Reading fluency arises because it has a strong relationship with written language performance (Williams & Larkin, 2013).

From the identification of the problem, it is known that the results of student narrative writings are still not arranged in a chronological sequence, so the stories conveyed in the writings are not meant both literally and in context. From previous research, the positive impact of linguistic intelligence on writing ability has also been described. Therefore, from the identification of problems and studies of previous research, this research focuses on the influence of linguistic intelligence seen in the form of understanding vocabulary, understanding the meaning of conversation, understanding the meaning of commands, being able to speak (articulation, intonation) well or being able to convey ideas, discuss or debate, understand the reading or understand the meaning of the words and expressions used, understand the main message of the reading, can choose and arrange words according to the goals to be achieved and so on. The results are poured into the form of narrative writing of short story literary works.

So, the purpose of this research is to find out the influence of linguistic intelligence on the ability to write Indonesian narratives. The results of this study can be used to understand the concept of linguistic intelligence associated with writing skills. Moreover, writing activities require quite complex linguistic skills. The results of this study can also be used as consideration for educators to arrange the implementation of teaching and learning activities in writing according to the level of students' linguistic abilities and intelligence.

2 Method

This study used the quantitative approach through the correlation quantitative method. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, quantitative/statistical data analysis with the aim of testing hypotheses has been established (Creswell & Creswell, 2018). The participants in this study were students at Kusumanegara University, Jakarta. 100 students become research participants. The data collection process used essay tests (writing narratives) and questionnaires to identify linguistic intelligence. Data analysis technique using Product Moment correlation.

3 Result and Discussion

The results of the data analysis of the linguistic intelligence questionnaire and narrative writing tests are presented in the form of descriptive statistical tables.

Sample Heading (Third Level). Only two levels of headings should be numbered. Lower level headings remain unnumbered; they are formatted as run-in headings.

Sample Heading (Forth Level). The contribution should contain no more than four levels of headings. Table 1 gives a summary of all heading levels.

Table 1 concludes that the average value of the narrative writing test results is 83.92 with the highest value being 95 and the lowest value being 70. The standard deviation value is 5. While the results of descriptive statistical calculations from linguistic intelligence have a standard deviation value of 16.91. with an average value of 86.38.

While the result of the Product Moment analysis is shown in Table 2.

Table 2 concludes that there is a very strong correlation between linguistic intelligence to the ability to write Indonesian narratives. This can be seen from the calculation of the Product Moment or Pearson correlation between the two variables. The correlation coefficient value is 0.1029. This means that there is a very close relationship between linguistic intelligence to improving the ability to write Indonesian narratives. The results of observations on the results of student narrative writing also show an increase in the vocabulary possessed by students and they can use the right vocabulary and understand all forms of messages in the readings they read as a source of developing writing ideas. Students can develop story ideas to be more organized with a fairly good level of grammar use.

Table 1. Statistic Descriptive.

Statistic Descriptive	Writing Test	Linguistic Intelligence
Mean	83,92	86,38
Standard Error	0,5147	1,6913
Median	85	87
Mode	85	100
Standard Deviation	5,1476	16,9131
Range	25	84
Minimum	70	46
Maximum	95	130
Range	25	84
Minimum	70	46
Maximum	95	130

Table 2. The Correlation Between Linguistic Intelligence and Narrative Writing Skills.

	<i>Linguistic Intelligence</i>	<i>Narrative Writing Skills</i>
Linguistic Intelligence	1	
Narrative Writing Skills	0,1029	1

On the one hand, reading is a good unifier, because it tends to unite common experiences as if experienced alone and by inculcating general attitudes, ideas, interests, and aspirations. On the other hand, reading has acted as a divisive force, which tends to sharpen differences between social groups by stimulating and amplifying their differences of opinion. Thus, reading it has produced poles that are both constructive and destructive.

Educators can develop students' linguistic intelligence by encouraging them to enjoy real communication through speaking and also apply other skills at the same time. This allows students to see the purpose of language and helps them take an interest in it and also to overcome it in their real life (Setiawan, Wulan Ningrum, & Sasongko, 2021). Learners who have high linguistic intelligence, mostly use compensation, metacognitive, and affective strategies. It is also understood that the participants of this study tend to use cognitive, social, and memory strategies (Samiyan, 2013).

Other research shows that verbal-linguistic intelligence activities can use text collaboration with keyword signs, videos, and storytelling activities in teaching speaking narrative texts. That is, this activity will produce interesting teaching methods that will help students understand speaking good texts in English (Rahayu & Amri, 2016). In addition, competencies related to linguistic intelligence tend to contribute to language

learning skills, and writing skills, with several practical advantages for language teachers (WN et al., 2018).

This finding illustrates that each improvement in writing skills is influenced by various factors. It can be assumed that each student affects different levels of ability with the level of factors that influence it both internally and externally. From the basic concept of narrative writing, students should be able to direct themselves to writing activities that involve interesting processes and products. In writing activities, two different abilities contradict each other between creating and criticizing. In other words, writing is not only an ability to pour or create words and ideas that exist in a person, but also an ability to criticize these words and ideas to determine the use of appropriate words. Thus, this activity requires qualified linguistic intelligence so that the words that are arranged in sentences are arranged systematically, both from story ideas and grammatical arrangements.

Broadly speaking, it can be explained that intelligence is the potential contained in a person and a mental ability involves the process of thinking rationally. Intelligence is a concept commonly seen as unifying all theories and research in cognitive psychology. There are two things contained in intelligence, namely, first intelligence involves a person's ability to learn from experience. Second, intelligence involves a person's ability to adapt to his environment. Intelligence requires different adaptability in different social and cultural contexts. The form of intelligence related to language is linguistic intelligence. Because linguistic intelligence is the ability to think in words and use language to express and appreciate complex meanings. or citations of references, we prefer the use of square brackets and consecutive numbers. Citations using labels or the author/year convention are also acceptable. The following bibliography provides a sample reference list with entries for journal articles [1], an LNCS chapter [2], a book [3], proceedings without editors [4], as well as a URL [5].

4 Conclusion

The results of the data analysis concluded that there was an increase in the ability to write Indonesian narratives. This can be seen in the fairly high average score of 83, with the highest score level of 95 and the lowest score being 70. This means that students have met the standard values that have been set by the university related to improving writing skills. shows a very high correlation result that is equal to 0.1029. The intelligence that plays a role in the language learning process is linguistic. Each learner has a different level of linguistic intelligence. So, the results of this study illustrate that each student's writing ability is also influenced by their level of linguistic intelligence.

However, the results of this study have limitations because they only focus on testing linguistic intelligence on the quality of Indonesian narrative writing. Everyone has multiple intelligences that can be developed by teachers. Therefore, further researchers can develop the results of this study focused on multiple intelligences in writing skills. Because basically, writing involves other language skills such as reading. The results of this study also have an impact on the understanding of the teachers regarding the different levels of students' linguistic abilities or intelligence. Thus, teachers can prepare writing learning instructions that are by their linguistic intelligence map.

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