

Chapter Two

Literature Review

This chapter divided into several parts, which will discuss intelligence in English language learning and teaching, English language learner with good linguistic intelligence, linguistic intelligence and writing skill. All keywords taken from books and journal articles are also presented to support this chapter. Besides, the hypothesis of this study was presenting in this chapter.

Linguistic Intelligence in English Language Teaching and Learning

Linguistic intelligence is assumed to be the most relevant intelligence for language learners. This is because language learners often deal with parts of linguistics such as grammar, syntax, phonology, phoneme, sentences and others. Gardner (as cited in Sadeghi & Farzizadeh, 2012) argued that linguistic intelligence is the capacity to use words effectively, whether in an oral or in a written form. In other words, linguistic intelligence is the ability to use language properly in any kind of situation. Based on a statement by Halil (2017), “Linguistic intelligence is the intelligence associated with the ability to perform well as understand information and communication to or from the person, either through oral means or written means” (p. 40).

In educational contexts, language learners need a lot of practice and theories to be able to master a foreign language. In a learning process, EFL students learn about foreign culture, habit, and language. EFL students should be able to use foreign language as a communication tool either in spoken or written

form. According to Hali (2017), the performance of students' linguistic intelligence is related to the ability to understand information and communication either in oral form or written form. In addition, almost all students have some linguistic skill when they take language courses. Hali (2017) argued that both students who have low and high linguistic intelligence may develop their intelligence through a nurturing process with the help of teachers.

In language teaching and learning, teachers have to use different methods and activities to build their students' abilities in linguistic intelligence. There are several activities in language teaching and learning that could develop students' linguistic intelligence. According to Hali (2017), several ways to support the linguistic intelligence of students include storytelling, arguments, discussion, interpreting, submitting a report, and speaking and writing about literature. Based on a statement by Lunenburg and Lunenburg (2014), teachers can enhance students' linguistic intelligence by giving students assignments such as vocabulary training, reading assignments, and encouraging discussion. Gardner (as cited in Peters 2015, p. 23) argued that learners with dominant linguistic intelligence are more willing to do various tasks such as oral presentations, making lists, and writing directions. According to Armstrong (2009), there are five strategies of open-ended language activities that can bring out students' linguistic strategies, namely storytelling, brainstorming, tape recording, journal writing and publishing. Those activities will build students' sensitivity in dealing with words in written or spoken form.

Teachers and students play an important part of language teaching and learning process. During the academic learning process, the use of proper

language becomes a key of streamlined communication for both teacher and students, especially for EFL learners who have difficulties in understanding the meaning of words. Tezel (2017) said that higher linguistic intelligence of English teachers can lead to better quality of instruction and hastens the students' language learning and acquisition. For example, an English teacher should use language properly and clearly when explaining a subject. Then, the English teacher give instructions using understandable words for students. After that, students should be able to complete a task in English. If the students have a deep understanding and successfully do the task, it means that the communication between teacher and students has succeeded. So, students could show their linguistic intelligence by having a high vocabulary count. In addition, an English teacher could show linguistic intelligence by using the language properly during academic learning process.

In conclusion, linguistic intelligence is the ability to use and remember words effectively. Linguistic intelligence is often used in educational context to support language learners. During the learning process, teacher and students play an important part. Appropriate activities for language teaching can boost students' linguistic intelligence and build their interest in the learning process.

Communication between teacher and students is also a key of successful language learning. The higher the English teacher's ability to use words effectively, the faster the quality of students' language acquisition and the faster their linguistic intelligence development will be. So, English language teaching and learning is linked to students' linguistic intelligence because there are several activities that can support language learners.

English Language Learner with Good Linguistic Intelligence

As it stands, English is the international language which is used for communication tool around the world. English language learner set their goals to master target language and be able to use target language properly. Based on a statement by Mariani (2015), there are two goals of English language teaching and learning; making students able to communicate effectively and efficiently, and the other goals is making students able to use English language to improve their intellectual, emotional, and social abilities. Mastering a foreign language requires the learner to master all related the language skills such as speaking, reading, listening, and writing. In addition, English language learners also need linguistic intelligence. For language learners, linguistic intelligence is the ability of an individual to produce linguistic forms such as making a novel, poem, short story, or speech.

Among language learners, there are some who have good linguistic intelligence. These students often deal with language and culture. Not all language learners are gifted with a higher linguistic intelligence. According to Armstrong (2009), characteristics of students who have a high linguistic intelligence include thinking in words, love for certain activities such as reading, writing, telling stories, and playing word games, as well as an affinity for books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, and stories. Kumbar (2006) stated that some characteristics of linguistic intelligence can be identified by an individual's choice to process information through language, a sensitivity to the meaning of words, like to explain in detail, good memory, and they enjoy listening or reading stories. Armstrong (2009) argued that students with better

linguistic intelligence can write better than average for their age, tell joke and stories, has a good memory for names, places, dates, or trivia, enjoy word games, enjoy reading books, spell words accurately, appreciates nonsense rhymes, puns, and tongue twisters, enjoy listening to the spoken word, has a good vocabulary for age, and they communicate to others in a highly verbal way.

Writing better than average for their age. Students with a higher linguistic intelligence will participate in several activities that can improve their writing skill. Some of them love academic and non-academic writing. According to Hali (2017) one of characteristics of students with higher linguistic intelligence is being able to write their daily experiences and being able to produce a lot of vocabularies.

Being interested to tell jokes and stories. Students who spends a lot of time to tell a joke or a story is a student with a good speaking ability. Usually, they tell an interesting story or joke to entertain other people. Based on Marzuki, Prayogo, and Wahyudi (2016), telling a story can train storytellers to be creative when using new vocabulary to build the imagination of listeners.

Having a good memory for names, places, dates, or trivia. According to Kumbar (2006), Students with a good linguistic intelligence can recall words, names and dates. Students with linguistic intelligence will usually have an easier time remembering a word rather than remembering a number.

Enjoying word games. Many students will be excited on the premise of playing a game. In educational contexts, word games could be an interesting media to teach foreign language. According to Bakhsh (2016), through word games, a learner not only enhances students' motivation, but also provide a

stimulus to use language and have an interaction and experiment in learning process.

Enjoying reading books. Students with high linguistic intelligence will often have reading habit. Through reading, students can discover unfamiliar words and add them their knowledge. Hali (2017) said that reading books, magazine, newspapers and articles are an example of reading activities which would improve students' linguistic intelligence.

Spelling words accurately. According to Hali (2017) some characteristics of students with linguistic intelligence include accurate spelling, as well as a tendency to give arguments, feedback, and criticism to others.

Appreciating nonsense rhymes, puns, and tongue twisters. Kumbar (2006) said that students with high linguistic intelligence has high sensitivity to the meaning, order, and sound of words.

Enjoying listen to spoken word. According to Hali (2017), another characteristic of students with high linguistic intelligence characteristic the ability to hear oral statement of stories or set of words which are difficult to pronounce.

Having a good vocabulary for their age. Based on Peters (2015), People with high linguistic intelligence has a wide vocabulary knowledge. Sistani and Hashemian (2016) said that "Linguistic intelligence and natural intelligence made statistically significant contribution to the prediction of vocabulary learning knowledge."

Communicating to others in highly verbal way. Students with high linguistic intelligence will often deal with other language and culture. Armstrong (2009) said that students with high linguistic intelligence need dialogue,

discussion, and debate. Some students are able to be an interpreter for foreign language.

In educational context, English as foreign language (EFL) learner struggle to learn other languages and use it as a communication tool either in spoken or written form. EFL learners need learning strategies to face their difficulties in language learning. According to Cook (2008), there are six broad categories of good language learner strategies, namely finding a learning style that suits you, involve yourself in the language learning process, develop an awareness of language both as system and as communication, pay constant attention to expanding your language knowledge, develop the second language as a separate system, and consider the demands that L2 learning imposes. According to Oxford (2003), when a language learner consciously chooses strategies which is suitable to her or his learning style, it could be useful and purposeful for their self-regulation of learning process.

Sometimes, language learners struggle to master English as foreign language. There are some categories to describe language learner who have linguistic intelligence. The linguistic intelligence of a language learner will automatically help them to master the target language. This is because students who have high linguistic intelligence will often deal with different parts of linguistics and have an easier time remembering unfamiliar words of the target language.

Linguistic Intelligence and Writing Skill

Writing skill is one of the four skills in language learning. Writing involves expressing ideas in a text which consists of the main idea and supporting sentences. Al Asmari (2013) said that “writing is the written expression of emotions, thoughts, desires and schemes, which requires skill rather than knowledge” (p. 132). Yu (2012) argued that writing is based on sufficient acquisition of emotion, cognition, motivation, logical reasoning, linguistic skills and contextual adaptation. According to Carter, Bishop, and Kravits (As cited in Sengul, 2015, p. 207) writing skill is a skill that contains processes of expressing information obtained in different ways.

Writing skill is one of more challenging skills that students should master in the academic learning process. According to Kim, Mendenhall and Johnson (2010), writing in a foreign language is one of the biggest challenges faced by students at university level. According to Kurt and Atay (as cited in Al Asmari, 2013, p. 130), most language learners from all levels believe that writing is one of the most difficult language skills to master. Tana, Unlu, and Ozturk (2016) stated that the difficult factors of writing are grammar, writing and punctuation, language and expression, text linguistics and thinking skills. EFL learner who have inadequate knowledge about foreign language will have more difficulties in the learning process.

For university students, writing performance is becoming the biggest problem in learning. According to Phuket and Normah (2015), writing is a difficult task for foreign language students because they should write various genre of writing including business writing, summaries, internship report, and

research proposal. When performing writing activities, students often make errors. University students need to have a high linguistic intelligence on the written language to be able to analyze grammatical errors during the writing process.

Mastering the writing skill and linguistic intelligence in language learning is a milestone for EFL learners. Badrasawi, Zubairi, and Idrus (2016) said that some learners struggled with their writing skill because it is considered as the key to success in academic life. Yu (2012) stated that there are two goals for EFL writing practice, which are language acquisition and writing skill practice. Language acquisition focuses on linguistic accuracy and discourse pattern which make students able to write an essay paragraph. Meanwhile, writing skill practice focuses on the writing process, as well as expressing meaning and content. Language learners could face their difficulties in writing skill by developing their linguistic intelligence. The ability of arranging, thinking, and remembering words will help students increase their writing ability, especially for university students who should write journals, short stories, essay, and other written tasks.

Some people can use their linguistic intelligence properly and write an interesting novel or other written materials. Based on Hali (2017), people who have linguistic intelligence include John F Kennedy, Bung Karno (The first president of Indonesia), Kak Seto (A child rights advocate from Indonesia), and many other world leaders. Those people are gifted with a high linguistic intelligence and they are influential because of it.

Linguistic intelligence will bring an advantage for language learners, especially for University students or fresh graduates who wants to apply for a job.

According to Hali (2017), linguistic intelligence is required in the profession of lawyer, writer, broadcaster, editor, or teacher. In addition, Lunenburg and Lunenburg (2014) stated that “poets, authors, orators, speakers, and attorneys exhibit strong linguistic intelligence” (p. 2). Mastering linguistic intelligence will lead people to have an appropriate job.

In summary, linguistic intelligence and writing skill can support language learners during the learning process. Students’ linguistic intelligence will help them develop their idea that will be express in written form. For EFL learners, the writing skill is a challenging part of learning foreign language, especially for university students who write different kinds of writing forms such as report, essay, article, research, proposal, etc. The difficulties of writing make some students have low writing performance. EFL learners are obliged to master writing skill and linguistic intelligence as a measurement of success in language learning. Some famous people could be a motivation for students in developing linguistic intelligence. It could be motivating for EFL learner to be able to master the language skills to get an appropriate job.

Review of Related studies

The researcher found three related studies of linguistic intelligence and writing skill. The first study aimed to investigate the relationship between intelligence profiles of gifted secondary school students and their writing dispositions. This study used the quantitative research method. Then, the researcher used the survey research design to collect the data. The researcher divided the findings into two parts, which are multiple intelligence inventory and

writing disposition scale. The result of this study revealed that writing dispositions are more related to linguistic intelligence than other domains of social, intrapersonal and naturalist intelligences.

The second study focused on exploring the effects of multiple intelligences activities versus traditional methods on the English writing development of students. This study used experimental research design which was performed both pre-test and post-test. This research found that multiple intelligence activities give better improvements of English writing score for students. So, the participants of this study reflected positively on the multiple intelligence activities than traditional way of instruction.

The third study attempted to investigate the relationship between linguistic intelligence and L2 learning strategies and different categories of learning strategy. This study used two types of questionnaire to collect the data. The results of this study indicated that students who have high linguistic intelligence uses learning strategies such as compensation, metacognitive and affective strategies.

The topic of this research is about linguistic intelligence and writing skill for university students. To be precise, the researcher wants to investigate whether or not there is a correlation between students writing skill and their linguistic intelligence. This study uses quantitative research method to analyze the data of questionnaire. Then, the result of this study is aimed to help students in developing their writing skill by using their own linguistic intelligence which could be useful to get an appropriate job in the future.

Hypothesis

Based on the previous studies, the researcher has hypothesis of this research. The researcher wants to know whether or not there is a correlation between linguistic intelligence and writing skill in university students of private university in Yogyakarta. The hypothesis is formulated below:

Alternative hypothesis (H1): There is correlation between linguistic intelligence and writing skill of university students in Yogyakarta.