Chapter Five

Conclusion and Recommendations

In this chapter, the researcher explains two parts. The first part presents conclusion section of this study. Then, the recommendations are presented in the second part. The significance suggestion for others also will be present in this chapter.

Conclusions

This study aims to measure students' linguistic intelligence, students' writing skill, and the correlation of both students' linguistic intelligence and writing skill of university students in Yogyakarta. The researcher uses statistical application program which is aim to answer each of research question of this study. There were 151 participants participated in filling the linguistic questionnaire. The result of linguistic questionnaire answered the first research question about student's linguistic intelligence. Furthermore, the second research question of this study was answered by an analyzing of students' writing score in Interpretive Reading and Argumentative Writing subject. Then, the researcher revealed the correlation of both linguistic intelligence and writing skill using statistical application program.

The researcher got result from 151 respondents filling in the linguistic questionnaire. Afterward, the researcher analyzed the data using inferential statistics. The results show that the mean score of 151 respondents is 56.0927. In addition, there are three categories to determine linguistic intelligence level,

which are low, intermediate, and high. From those categories, there are seventy-four students who are included in intermediate level, and seventy-seven students have high linguistic intelligence. Then, through an interval category that was made by researcher in chapter three (table 3.4), the mean score of ELED students' batch 2017 is in high level.

To sum-up, the finding of the first research question could be proved is that language learner has high linguistic intelligence. In fact, ELED students learn English as foreign language. The students often deal with components of language, so automatically they will have linguistic intelligence as factor to support them during learning process.

The second research question aims to investigate the writing skill of university students in Yogyakarta. The researcher used writing score document from Interpretive Reading and Argumentative Writing subject as the instrument. Besides, the researcher used three categories to determine students' writing level. Those categories are low, intermediate, and advanced. Based on the results, there are sixteen students who have intermediate writing skill. Additionally, one hundred and thirty-five students are in advanced writing skill level. The mean score of students' writing skill is 15.4669. Finally, the researcher found out that students' writing skill is in advanced category. It means that ELED students perform well in written foreign language.

The last research question is to reveal the correlation between linguistic intelligence and writing skill. The results show that there is very low correlation between both variables. It is because the sig. 2 tailed value 0.193 is bigger than 0.05. Whereas the data could be called as corelated if the sig. 2 tailed is lower than

0.05. The researcher assumed that it happened because the researcher only used an individual writing score as data instrument of this study. It is because the other written activity on Interpretive Reading and Argumentative Writing subject was done in as a group assignment. Therefore, the alternative hypothesis of this study is accepted, while null hypothesis is rejected.

Recommendations

    This section presents some suggestion coming from researcher's mind to guide others to have more idea of educational purposes. The suggestions are addressed for students, teachers, and other researchers. The explanations are presented below:

    Students. ELED students as language learner are suggested to improve their writing skill and be aware that linguistic intelligence could support them during learning process. Besides, the factor which makes language learner challenging in learning foreign language is mastering writing skill. Thus, students should be able to improve their writing skill. The way for students to improve writing skill such as joining competition of short stories, poets, essay and others. Then, for students who are not interested in joining a competition, they could improve their writing skill through writing English caption on every photos / video that they upload in their social media account.

    Teachers. Through this research, the researcher suggests teacher to create more individual written assignment. A variety of individual written assignment will be able to assess students' writing skill deeply.

Other researchers. Although this study found out that the correlation between linguistic intelligence and writing skill was very low. Hopefully, other researchers can conduct a research with more spesific topic on linguistic intelligence that might be correlated to each other. Besides, the other researchers who would be do a similar study will get more input of students writing score.