THE CORRELATION BETWEEN STUDENTS' LINGUISTIC INTELLIGENCE AND THEIR ENGLISH-SPEAKING SKILL ACHIEVEMENT

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ABSTRACT
Linguistic intelligence plays a pivotal role in speaking skills as it involves the capacity to understand and manipulate language effectively. This research aims to investigate the correlation between students' linguistic intelligence and their English-speaking skill achievement within the context of the English Education Department at the University of Nusantara PGRI Kediri. The researcher used correlation research and a quantitative approach by examining the correlation between students' final grades. The subject of this research is fourth-grade students, the sample consists of 38 students. The result shows that there is a significant correlation between student's linguistic intelligence and their English-speaking skill achievement. It is proven by the result of data analysis which rxy is 0.822. In a standard significant table, for standard significant 5% rt is 0.444. While for standard significance, 1% rt is 0.561. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be summarized that linguistic intelligence has a strong correlation to English-speaking skill achievement.

Keywords: Linguistics Intelligence, English-Speaking Skill, Learning Achievement

ABSTRAK
Kecerdasan linguistik memainkan peran penting dalam keterampilan berbicara karena melibatkan kapasitas untuk memahami dan memanipulasi bahasa secara efektif. Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan linguistik siswa dan prestasi keterampilan berbahasa Inggris mereka dalam konteks Jurusan Pendidikan Bahasa Inggris Universitas Nusantara PGRI Kediri. Peneliti menggunakan penelitian korelasi dan pendekatan kuantitatif dengan menguji hubungan antara nilai akhir siswa. Subyek penelitian ini adalah siswa tingkat IV, sampelnya berjumlah 38 siswa. Hasilnya menunjukkan bahwa terdapat korelasi yang signifikan antara kecerdasan linguistik siswa dan prestasi keterampilan berbahasa Inggris mereka. Hal ini dibuktikan dengan hasil analisis data yang rxy-nya sebesar 0,822. Dalam tabel signifikansi standar, untuk signifikansi standar 5% rt adalah 0,444. Sedangkan untuk standar signifikansi rt 1% adalah 0,561. Jadi hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Oleh karena itu, dapat disimpulkan bahwa kecerdasan linguistik mempunyai korelasi yang kuat terhadap pencapaian keterampilan berbahasa Inggris.

Kata Kunci: Kecerdasan Linguistik, Keterampilan Berbahasa Inggris, Prestasi Belajar

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INTRODUCTION

Every student has intelligence that needs to be developed in the learning process they are going through. Of the various types of intelligence that exist, one of them is linguistic intelligence. Linguistic intelligence is defined as the intelligence of an individual in managing words or language, which intelligence is the most universal intelligence among the seven intelligences in multiple intelligences (Suarca et al., 2016). Linguistic intelligence is an intelligence to be able to express opinions effectively and efficiently orally and in writing through word and language processing. An individual who is linguistically intelligent has good argumentation skills, can convince others, is able to entertain and teach others effectively through his words (Tisnasari, 2014).

Linguistic intelligence is intelligence related to language and vocabulary, both written and spoken. Someone with high verbal intelligence will not only show an appropriate mastery of language, but can also tell stories, debate, discuss, interpret, present reports, and carry out various other tasks related to speaking and writing. Usually, this intelligence is owned by an orator, negotiator, lawyer, or high-ranking leaders in the world. Therefore, speaking skills can be developed through learning and communicating with others. Speaking effectively involves not only the words used but also the tone of voice, facial expressions, and posture and body movements (Kilag et al., 2023).

Linguistic intelligence plays an important role in speaking skills because it involves the capacity to understand and manipulate language effectively. People who have linguistic intelligence usually have a sensitivity to grammar and sound patterns, and enjoy reading, writing, listening and playing with words. People with high linguistic intelligence not only show good language skills but are also able to tell stories, argue, discuss, make reports and complete various tasks related to speaking and writing (Lwin, 2002). That way, someone who has linguistic intelligence should be able to learn English well and quickly. (Gardner & Lambert, 1959) also said that linguistic intelligence is a motivational variable in language acquisition. This is also supported by (Ellis, 2015), that linguistic intelligence influences a person's acquisition of a second language. Therefore, intelligent linguistics has an important role in training student's speaking skills.

Based on the observations, the researcher found out several phenomena or problems related to this researcher. First, the lack of linguistics intelligence, where the phonological differences between English and Indonesian, both grammatically and lexically, make students confused. Seconds the students' speaking skills are still low because they are not confident to start communicating. This is because students' fluency in producing a language cannot be separated from their linguistic intelligence. The linguistics intelligence possessed by students in this case is one of the things related to or influencing student learning outcomes. Learning outcomes are changes that

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occur in students concerning cognitive, affective and psychomotor aspects as a result of learning activities. However, it can be simplified that student learning outcomes are abilities that children acquire after learning activities, because learning itself is a process of someone who is trying to acquire a form of relatively sedentary behavior change.

There are several previous study who supports this research, (Dewi, 2018) stated, which revealed a positive impact of linguistic intelligence on Indonesian language learning outcomes, serves as a foundational reference that there was a significant correlation between linguistic intelligence and Indonesian knowledge competence of grade V students of SD Cluster I Gusti Ngurah Rai West Denpasar.

(Dwiprabowo, 2021), who found the results of the calculation of the correlation coefficient between the variable of linguistic intelligence (X) and summary writing skills (Y) has strong relationships and positive prices indicate that the correlation coefficient between linguistic intelligence and summary writing skills is positive or directly proportional.

(Sonia, 2021) concluded that Collaborative Strategic Reading (CSR) strategy is better than the Directed, Reading, Thinking, Activity (DRTA) strategy in improving students' learning outcomes of understanding English texts. Students who have a high linguistic intelligence obtain higher English learning outcomes than the students who have low linguistic intelligence.

Based on the results of observations made at the University of Nusantara PGRI Kediri, there are several problems in student learning outcomes in the English education study program, including student learning outcomes that are still low. This means that many students have scores below the minimum completeness criteria. Based on the description above, the researchers were motivated to conduct research entitled:"The Correlation Between Student's Linguistic Intelligence and Their English-Speaking Skill Achievement (A Correlational Study in English Education Department of the University of Nusantara PGRI Kediri Kediri)."

METHOD

This research used correlation research and a quantitative approach by examining the correlation between students' final grades. This research was carried out for 6 months starting from the first, second and third months used to create research proposals and develop research. The fourth month is used to create research instruments according to the research proposal plan. Then the fifth month of data collection and the sixth month of data analysis. This research conducted at the University of Nusantara PGRI Kediri, which is located at Jl. Ahmad Dahlan No.76, Mojoroto, Kec. Mojoroto, Kota Kediri, Jawa Timur 64112.

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The population of this research was fourth-grade students of English Education Department of University Nusantara PGRI Kediri for the academic year 2023/2024 which consisted 38 students. The sample in this research were all of the population of fourth-grade students as many as 38 students.

To collect data from the completed courses, this research will utilize students' academic transcripts as the primary source (Research Instrument 1). These transcripts will contain information about the courses completed by each student, including the grades obtained in pronunciation practice, introduction to contemporary English grammar, vocabulary and academic speaking courses. As a supplementary research instrument, the study might employ additional forms or questionnaires (Research Instrument 2) to gather relevant information, such as students' demographic details, prior English learning experiences, or learning preferences.The researcher used IBM SPSS statistic version 25 to carry out data analysis.

RESULT AND DISCUSSION

The table below is the results that show that there is a positive correlation between students, linguistics, intellignce and speaking skills.

Correlations

		total x	total y
total x	Pearson Correlation	1	.822**
	Sig. (2-tailed)		.000
	N	38	38
total y	Pearson Correlation	.822**	1
	Sig. (2-tailed)	.000	
	N	38	38

**. Correlation is significant at the 0.01 level (2-tailed).

From the data analysis above, it was known that the standard significant of 38 in 5% rt was 0,444 It meant rxy > rt. While, standard significant 38 in 1% rt is 0.561. It meant rxy > rt. Based on the proof above the researcher concluded that there was significant correlation between the student's linguistic intelligence and their English-speaking skill achievement at the University of Nusantara PGRI Kediri. It meant that the hypothesis which promoted by the researcher was true.

It is proven by the result of data analysis which rxy is 0.822. In the standard significant table, for standard significant 5% rt is 0.444. While, for standard significance, 1% rt is 0.561. Or can be written as 0.444 < 0,822 > 0.561 It meant rxy > rt. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be summarized that linguistic intelligence has a strong and positive correlation.

DISCUSSION

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The first research findings in this research are the independent X Variable influence the Dependent Variable Y. This is based on the results of the correlation calculation between the variable linguistic intelligence (X) and English-speaking skill Achievement (Y) shows that the correlation between linguistic intelligence and English-speaking skill Achievement (Y) shows that the correlation between linguistic intelligence and English-speaking skill achievement is positive or directly proportional.

The findings of this research support or show the positive correlation and results with several previous studies. According to (Dewi, 2018), the results of the study in the discussion showed that there was a significant correlation between linguistic intelligence and Indonesian knowledge competence of grade V students of SD Cluster I Gusti Ngurah Rai West Denpasar. The category obtained is included in the medium category between linguistic intelligence and Indonesian knowledge competence.

Another study emerged from Sonia (2021), concluded that the Collaborative Strategic Reading (CSR) strategy is better than the Directed, Reading, Thinking, Activity (DRTA) strategy in improving student learning outcomes in understanding English texts. Students who have high linguistic intelligence obtain higher English learning outcomes than students who have low linguistic intelligence.

Then also from Dwiprabowo (2021), the results of the calculation of the correlation coefficient between the variable of linguistic intelligence (X) and summary writing skills (Y) has strong relationships and positive prices indicate that the correlation coefficient between linguistic intelligence and summary writing skills is positive or directly proportional. The above research has similarities with this researcher, namely that the results show that grammar, vocabulary, grammar improved students speaking skill.

However, the finding this time are different from several previous studies, which were conditioned by Khusniasari (2021), There was no correlation between linguistic acuity and student learning outcomes in Javanese language subjects at MI Wahid Hasyim Bakung Udanawu Blitar. This is based on calculations using Pearson correlation obtained a value of Sig. (2 tailed) 0.216>0.05 and is categorized as a very weak correlation. 2) The relationship between linguistic intelligence and student learning outcomes in Javanese language subjects at MI Wahid Hasyim Bakung Udanawu Blitar is based on a coefficient value of 0.139, which has a percentage of 0.0193%.

Another study emerged from Kurniawan & Hasanah (2022), that students who have high linguistic intelligence are considered to have high self-confidence as well, because based on the linguistic intelligence and self-confidence questionnaires that had been distributed, it showed that there was no relationship between the two or there was a relationship but it was very weak. So, it can be said that this research does not support this theory.

However, this research only focused on English Education Department, and English-speaking skill. So, the future researchers can produce similar

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research to developed more comprehensive research to include other students from various educational levels, and also other language skills. Despite of the weaknesses of this research the result of this research can be reference.

CONCUSION AND SUGGESTION

After the researcher investigated the correlation between linguistic intelligence and students' English-speaking skills achievement, the researcher found out that there was student distrust in speaking English because they felt less confident, because new vocabulary and sentence structures that are different from Indonesian makes many students reluctant to use English, especially new students. Therefore, the researcher collected the study to help the researcher to find out the students' problems. In line with theory Campbell et al, linguistic intelligence is intelligence in processing words, or the ability to use words effectively both orally and in writing. Students who have high linguistic intelligence will be able to establish effective communication with other people, be able to speak well to the people around them, and be able to develop harmonious relationships with other people.

Linguistic intelligence is also said to be word processing intelligence, which means a person's ability and skills in creating relationships and maintaining social relationships so that both parties are in a mutually beneficial relationship. After that the researcher correlated the students' final grades in the courses, contemporary of English grammar, vocabulary, and pronunciation practice with correlating the final grades from the Academic speaking course.
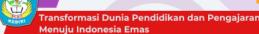
The results show that there is a significant correlation between student's linguistic intelligence and their English-speaking skill achievement at the University of Nusantara PGRI Kediri. This is supported by the results of analyzing the correlation test with a significance level.

Correspondingly, grammar, vocabulary, and pronunciation can improve students' speaking skills. It can be concluded that there is a positive correlation between students' linguistic intelligence and their English-speaking achievements. In addition, this research gives information to the student, and teacher about the importance of Linguistic Intelligence in performing Speaking skill. Apart from that, students' ability to understand English-speaking becomes much better. The researcher also suggests that, grammar, vocabulary, and pronunciation practice are the required subject to improve students English-speaking skills.

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