

**THE CORRELATION BETWEEN VERBAL LINGUISTIC
INTELLIGENCE AND WRITING ABILITY OF THE EFL
STUDENTS AT UIN DATOKARAMA PALU**



THESIS

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2025**

STATEMENT OF THE THESIS AUTHENCITY

I here by declare that this thesis entitled "**The Correlation Between Verbal Linguistic Intelligence and Writing Ability of the EFL Students at UIN DATOKARAMA PALU**" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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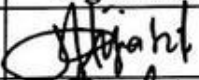




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ABSTRACT

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Writing ability in English is one of the essential skills that EFL students must master. However, in reality, there are still variations in students' writing performance. One of the factors assumed to be related to writing ability is verbal-linguistic intelligence, as it is closely associated with language mastery, vocabulary, and the ability to construct logical sentences.

Based on this consideration, the present research focused on the research question: Is there any significant correlation between verbal-linguistic intelligence and the writing ability of EFL students at UIN Datokarama Palu?

This sresearch employed a quantitative approach with a correlational design. The sample consisted of 19 students from the TBIG 2 class of 2024. Writing ability data were obtained from the Writing course lecturer, while verbal-linguistic intelligence data were collected through a questionnaire. The data were analyzed using the Pearson Product-Moment Correlation through SPSS version 27.

The findings revealed that the correlation coefficient (r) was 0.654 with a significance value (p) of 0.002. Since the p -value was < 0.05 , the correlation was considered statistically significant. This coefficient indicated a strong positive relationship, meaning that the higher the students' verbal-linguistic intelligence, the better their writing ability.

In conclusion, the research confirmed that verbal-linguistic intelligence plays an important role in supporting the writing skills of EFL students. Therefore, English lecturers are recommended to integrate instructional strategies that stimulate verbal-linguistic intelligence, such as vocabulary enrichment, reading comprehension activities, and structured writing practices, to enhance students' writing performance effectively.

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CHAPTER I INTRODUCTION

A. Background

Language is an organized system of sounds, words, and grammar that allows people to communicate thoughts, emotions, and experiences. It plays a crucial role in knowledge exchange, relationship-building, and cultural preservation. In today's era of globalization, learning English as an international language has become increasingly important. English serves as a primary medium of communication across nations, making proficiency in the language essential for academic and professional success. Recognizing this, the Indonesian government has made English a mandatory foreign language in schools to equip students with effective communication skills for a globalized world.¹

In English language learning, there are four fundamental skills: listening, speaking, reading, and writing. Writing, in particular, is a productive skill that requires students to express their thoughts coherently while applying proper grammar, vocabulary, and structure. Unlike speaking, which allows for immediate feedback and interaction, writing demands greater cognitive effort, organization, and linguistic proficiency. However, many students struggle with writing due to limited vocabulary, grammatical errors, and difficulty in structuring their ideas effectively.² As a result, writing is often perceived as a challenging task that requires extensive practice and guidance.

¹David Crystal, *English as a Global Language* (Cambridge: Cambridge University Press, 2003), 5.

²John Seely, *Oxford Guide to Effective Writing and Speaking* (Oxford: Oxford University Press, 2013), 72.

One crucial factor that influences students' writing ability is verbal-linguistic intelligence. Verbal-linguistic intelligence, also referred to as linguistic intelligence, is the ability to think in words and use language effectively in both written and spoken forms.³ Individuals with high verbal-linguistic intelligence tend to excel in vocabulary, grammar, sentence structure, and overall language comprehension. This intelligence enables students to articulate their thoughts clearly, structure arguments logically, and engage readers effectively. On the other hand, students with lower verbal-linguistic intelligence may struggle with generating ideas, organizing content, and maintaining coherence in their writing.

Research suggests that verbal-linguistic intelligence is closely linked to writing proficiency. Students who demonstrate strong verbal-linguistic abilities often perform better in writing tasks due to their advanced language processing skills.⁴ They are more adept at choosing appropriate words, constructing grammatically correct sentences, and conveying their messages effectively. Conversely, students with lower linguistic intelligence may face challenges in expressing their ideas clearly, which can hinder their academic performance and communication skills.

Given the significance of both writing ability and verbal-linguistic intelligence, this research aimed to examine the correlation between the two among EFL students at Datokarama Palu. These students are learners of English as a Foreign Language who are currently enrolled at one of the prominent Islamic educational institutions in the region. As EFL learners, they faced unique challenges in acquiring and applying English language skills, particularly in

³Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 2011), 78.

⁴Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005), 112.

writing. In this research, English Department students at UIN Datokarama were selected as the sample because they represented a manageable and homogenous group with similar academic backgrounds, making it easier to control external variables. Furthermore, the limited class size provided an accessible population for the researcher to conduct a focused investigation. By exploring this relationship, the research sought to provide insights into how students' writing performance was influenced by their linguistic intelligence. Additionally, the findings were expected to help educators develop more effective teaching strategies that catered to students' linguistic strengths and addressed their writing difficulties.⁵

Understanding this correlation was essential in improving students' academic achievements and preparing them for future professional endeavors. Since writing is a fundamental skill in both educational and real-world contexts, fostering students' verbal-linguistic intelligence could contribute to enhancing their overall writing competence. Therefore, this research aimed to bridge the gap between verbal-linguistic intelligence and writing performance, ultimately benefiting students and educators in the language learning process.

B. Problem Statement

Based on the background, the research problem is formulated in the following question:

Is there any significant correlation between verbal linguistics intelligence and writing ability of the EFL students at UIN Datokarama Palu?

⁵Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003), 45.

C. Objective and Significance of the Research

a. Objective of the Research

In accordance with the problems above, the objective of this research is find out if there is significant correlation between students' verbal linguistics intelligence and writing ability of the EFL students UIN Datokarama Palu.

b. Significance of the Research

This research was aimed to describe the correlation between verbal linguistic intelligence and writing ability the tenth-grade students at UIN Datokarama Palu. The result of this research was expected to be useful for:

1) For Students

This research attempts to obtain a solution to help the students to be capable of finding a context in which their potential strengths come to the fore and their weaknesses are diminished, especially understanding the verbal linguistic intelligence related to the students' writing skill.

2) For English Lecturers or Teachers

This research is expected to be useful for teachers or lecturers who teach writing skills. They can improve their teaching and learning processes through several media and methods that can help students improve their writing skills, and one way to improve writing abilities to provide materials and tasks that can develop students' writing ability and it also stimulate their linguistic intelligence

3) For the Next Researcher

This research was also a useful reference for other researchers if they wanted to conduct studies related to linguistic intelligence and writing ability.

D. Outlines of the Research

In this section, the researcher explains that this proposal consists of three chapters and several sub-chapters as follows:

Chapter I deals with introduction, in which several sections such as background, problem statement, objective and significance of the research, and outlines of the research are clearly elaborated.

Chapter II discusses literature review, this chapter consists of previous researches, review of related literature, theoretical framework, and hypothesis are discussed.

Chapter III focuses in research method, consisting of several sections such as research approach and design, research population and sample, research variables, research site, research instrument, operational definition of the key term, data collection procedure, and data analysis technique are presented.

Chapter IV presents result and discussion, in this chapter, description of the research result and discussion of the research result are explained.

Chapter V focuses with conclusion and suggestion in which two sections such as conclusion and suggestion are thoroughly explained.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There are three previous researches related to the use of verbal linguistic intelligence and writing ability.

The first research by Farhan Muhammad in 2022 entitled, “The Relationship between verbal-linguistic intelligence, self-efficacy and students’ speaking ability” The purpose of this research was to examine and investigate the relationship between verbal-linguistic intelligence (X1), self-efficacy (X2), and speaking ability (Y).¹ This reserach was conducted quantitatively, with a correlational design. The following instruments were used to collect data: verbal-linguistic intelligence test, self-efficacy questionnaire, and speaking ability test. Data analysis used the r product-moment test and the multiple regression coefficient R test to determine the correlation value. Based on the findings and conclusions of this research, this research concludes that verbal-linguistic intelligence and self-efficacy have a positive and significant effect on speaking ability.

The second research was conducted by Lin Nurul Magfira Syam in 2023 entitled “The correlation between students’ verbal-linguistic intelligence and their speaking skills”.² this research aims to determine whether verbal-linguistic intelligence correlates with students' speaking skills. This research used quantitative communication. methods and correlational design. The researcher

¹Farhan Muhammad,” *The Relationship Between Verbal-Linguistic Intelligence, Self-Efficacy, and Students’ Speaking Ability*”, Diss. UIN sultan maulana hasanuddin Banten, 2022.

²Lin Nurul Magfira Syam,” *The Correlation Between Students’ Verbal-Linguistic Intelligence and Their Speaking Skills*”, 2023.

used the r-product-moment test and the simple regression coefficient test to measure the relationship between verbal-linguistic intelligence and Speaking Skills. The following instruments were used to collect data: a verbal-linguistic intelligence test and a speaking skills test. Based on research findings, this research concludes that verbal-linguistic intelligence has a significant and positive correlation with speaking skills.

The third research was conducted by Rosita Nurmayani in 2022 Entitled “The correlation between students’ linguistic intelligence and writing achievement on the third semester at UIN Sayyid Ali Rahmatullah Tulungagung in Academic year 2021/2022”.³ This research uses a quantitative research approach with correlational research design. There are 60 students taken as sample in this research who are determined by using non-randomize sampling technique especially purposive sampling technique. The instruments used are linguistic intelligence test and writing test. The collected data are analyzed by using pearson product moment correlation coefficient of SPSS 22.0 program.

The similarity between this research and the previous research lies in the focus The similarity between this research and the previous studies lay in the focus on verbal-linguistic intelligence. However, there were significant differences in terms of research design and approach. The first researcher collected data using a verbal-linguistic intelligence test, a self-efficacy questionnaire, and a speaking ability test. The second researcher adopted a correlational design to measure the relationship between students' verbal-linguistic intelligence and speaking skills. On the other hand, the third researcher

³Rosita Nurmayani,” *The Correlation Between Students’ Linguistic Intelligence and Writing Achievement on the Third Semester at UIN Sayyid Ali Rahmatullah Tulungagung in Academic Year 2021/2022*”, 2022.

determined the sample using a non-randomized sampling technique, specifically purposive sampling. The instruments used in that research were a linguistic intelligence test and a writing test.

Meanwhile, the purpose of this research was to find out the correlation between the students' achievements in the third semester at UIN Datokarma Palu in the academic year 2024/2025. This research employed a quantitative approach with a correlational research design.

B. Review of Related Literature

1. The Concept of Intelligence

Intelligence is a broad and complex cognitive capacity that extends beyond the traditional understanding of IQ. While IQ is often associated with standardized measures of logical reasoning and problem-solving, intelligence encompasses a more dynamic and multifaceted ability to acquire, process, and apply knowledge in meaningful ways. It is not solely determined by innate cognitive potential but is influenced by biological, psychological, and environmental factors.⁴

Howard Gardner's theory of multiple intelligences offers a more comprehensive perspective on intelligence. He defines it as the capacity to process information and use it to solve problems or create outcomes that hold value within a cultural or social context. This perspective shifts intelligence from a singular, fixed attribute to a diverse set of abilities that manifest differently in individuals.⁵

Gardner's framework recognizes that intelligence is not limited to a single domain but consists of multiple distinct categories. Each category represents a

⁴Robert J. Sternberg, *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life* (New York: Plume, 1997), 29.

⁵Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 2nd ed. (New York: Basic Books, 1993), 15.

different way of understanding and interacting with the world, emphasizing that intelligence is not uniform but rather specialized in various forms. This broader perspective highlights the complexity of human cognition and challenges. Among the different forms of intelligence, verbal-linguistic intelligence holds particular significance in communication and language-related tasks.

By examining intelligence as a diverse and adaptable construct, it becomes clear that no single measure can fully encapsulate an individual's cognitive abilities. Intelligence is shaped by a combination of inherent potential, learned skills, and contextual influences, making it a dynamic and evolving aspect of human development.⁶ There are nine categories of intelligence, which are sometimes known as the nine domains of intelligence. Since then, one of the main models for on-going study on human cognition has been the Multiple Intelligences theory. The multiple intelligence theory is a great tool for teachers to use when creating engaging lesson plans for language learners. For example, tasks related to language acquisition can be designed to accommodate many forms of intelligence. Writing a song's lyrics is an example of an activity that requires the use of linguistic and musical intelligence. When students are required to imitate a movie title for others to guess, their interpersonal and bodily-kinesthetics skills are called upon. To put it shortly, the multiple intelligences idea was created to demonstrate that people possess a wide variety of intelligences, which is crucial for learning and accomplishing objectives. Each person can possess any one of the nine categories of intelligences that Gardner has identified: Verbal Linguistics Intelligence, Logical Mathematical Intelligence, Bodily Kinesthetic Intelligence,

⁶Richard E. Nisbett, *Intelligence and How to Get It: Why Schools and Cultures Count* (New York: W.W. Norton & Company, 2009), 42.

Spatial Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalist Intelligence, and Existential Intelligence.⁷

2. Verbal-Linguistics Intelligence

Verbal-linguistic intelligence is the ability to effectively use language for communication, comprehension, and expression. Linguistic verbal intelligence is one of the nine multiple intelligences (MI) based on theory of MI developed by Gardner. It addresses a group of multiple intelligences, including linguistic (verbal-linguistic), musical, logical, visual, kinaesthetic, intrapersonal or interpersonal intelligence and naturalist and existential intelligences.⁸ According to Howard Gardner's, this intelligence involves sensitivity to the sounds, meanings, and structures of words, enabling individuals to engage in complex verbal tasks such as reading, writing, storytelling, and public speaking.⁹ People with strong verbal-linguistic intelligence can articulate ideas clearly, construct persuasive arguments, and analyze language with precision. This skill is essential not only in academic settings but also in professions such as journalism, law, education, and politics, where effective communication is a fundamental requirement.

A defining characteristic of verbal-linguistic intelligence is a strong command of vocabulary, grammar, and syntax, which allows individuals to convey thoughts with clarity and coherence. Those with well-developed linguistic abilities are often proficient in both oral and written communication, making them

⁷Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 2nd ed. (New York: Basic Books, 1993), 35.

⁸ Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

⁹ Ibid, 77–78.

adept at activities such as creative writing, poetry, and debate.¹⁰ Additionally, their heightened sensitivity to the phonetic and rhythmic aspects of language enables them to learn new languages more easily. This intelligence also plays a crucial role in reading comprehension, as individuals with strong verbal skills can analyze texts critically and extract deeper meanings from written material.

The development of verbal-linguistic intelligence is significantly influenced by education and environment. Exposure to rich linguistic experiences—such as storytelling, reading literature, and engaging in discussions—enhances an individual’s ability to use language effectively. Educators can nurture this intelligence by incorporating language-based activities into their teaching strategies, including debate, essay writing, and vocabulary enrichment exercises.¹¹ Furthermore, access to diverse forms of media, such as books, speeches, and poetry, helps individuals refine their linguistic skills and develop a more sophisticated understanding of language.

Beyond academic and professional applications, verbal-linguistic intelligence plays a vital role in human interaction and cognitive development. Language is not merely a tool for communication but also a means of shaping thought, reasoning, and creativity. Individuals with strong linguistic intelligence can articulate complex ideas, influence others through persuasive speech, and express emotions effectively. As a core component of intellectual and social engagement, verbal-linguistic intelligence is essential for meaningful communication and the advancement of knowledge in society.

¹⁰John H. McWhorter, *The Power of Babel: A Natural History of Language* (New York: HarperCollins, 2003), 132.

¹¹Thomas Arm, *Multiple Intelligences in the Classroom* (Alexandria, VA: ASCD, 2009), 50–51.

3. The Aspects of Linguistic Intelligence

According to Gardner the aspects of linguistic intelligence are:¹²

a. Rhetoric

The rhetorical aspect refers to a writer's or speaker's ability to effectively structure, deliver, and persuade an audience through language. It involves strategies and techniques used to make communication more persuasive, impactful, and audience-focused.

Rhetoric is about how well someone can use words to influence or convince others. People who are good at this can give powerful speeches, write persuasive essays, or express ideas in a way that captures people's attention. They don't just say things, they say them in a way that makes others agree, feel inspired, or take action. For example, a student who can give a strong argument during a classroom debate or a friend who can calm others down with the right words is using their rhetorical skills. This ability is very useful in everyday life, leadership, education, and public speaking.

This means being able to talk or write in a way that makes people listen, understand, and believe what you are saying. It is like giving a great speech or writing a strong argument. People with this skill know how to choose the right words and say things in a clear and powerful way to influence others.

b. Mnemonic

The mnemonic aspect refers to an individual's ability to recall and retain information using memory aids or strategies. It is related to how well a person can store and retrieve verbal or written information, often through the use of mnemonic devices such as acronyms, rhymes, associations, or mental imagery.

¹²Gardner, *Frames of Mind*, 82.

Mnemonics are especially important in verbal-linguistic intelligence, where remembering vocabulary, grammar rules, definitions, or verbal sequences plays a major role in language learning and writing.

People with this skill can remember things easily like vocabulary, poems, or grammar rules by using special memory tools. They might make rhymes to help remember a definition, use the first letter of words to create an acronym, or imagine a funny picture in their head to link ideas. For example, remembering “HOMES” to list the Great Lakes (Huron, Ontario, Michigan, Erie, Superior) is a mnemonic trick. This skill helps students succeed in language subjects and study more effectively.

This means having a good memory for words. People with this skill can easily remember vocabulary, spelling, or facts using tricks like rhymes or short phrases. It is helpful for learning languages, studying for tests, or remembering speeches and stories.

c. Explanation

The explanation aspect refers to a person’s ability to clearly express, elaborate, and clarify ideas or information using language. In the context of verbal-linguistic intelligence and writing ability, this aspect involves: The skill of making complex ideas understandable, Organizing and structuring thoughts logically, Using coherent, detailed, and precise language, and Providing relevant examples or analogies to support an idea.

This aspect is about being able to explain things clearly, so that other people can easily understand. It is not just about knowing something, it is about being able to say or write it in a way that makes sense to others. People who are good at this can take a difficult idea and explain it step by step using simple words. They often give examples, compare things, or tell short stories to make

their point. This skill is important for teachers, tutors, writers, or anyone who helps others learn.

This means being good at explaining things so other people can understand. Someone with this skill can take a difficult topic and talk about it in a simple way that makes sense. It is like being a good teacher or storyteller breaking big ideas into easy parts using clear words.

d. Metalinguistic

The metalinguistic aspect is a higher-order verbal ability that allows individuals to think critically about language itself. It plays a vital role in both language learning and writing development, especially when students are analyzing grammar, choosing appropriate language forms, or editing their own work.

Metalinguistic ability means being able to think about how language works. It is like stepping back and looking at the words you are using how they are arranged, whether they are correct, and how they can be improved. People with this skill notice things like grammar, spelling, sentence structure, or word choice. They are also good at editing writing, learning new languages, or even understanding jokes or poetry that play with language. This ability helps students improve their writing, correct their mistakes, and become more effective communicators.

This means being able to think about how language works. People with this skill can notice grammar mistakes, understand how to fix sentences, and choose the best words when writing. It is very useful when learning new languages or editing essays.

4. The Concept of Writing

Writing is one of the most complex and essential language skills in language learning, particularly in the context of acquiring a foreign language such as English. Writing is described as a communicative process that conveys ideas and messages in written form to the reader.¹³ This process involves not only technical skills but also logical and structured thinking. According to Nunan, writing is a mental activity that includes generating ideas, planning how to express them, and organizing them into coherent sentences and paragraphs.¹⁴ Brown supports this by stating that writing is the transformation of thoughts into structured and coherent expressions.¹⁵ Furthermore, Langan views writing as a skill that can be developed through continuous practice and effort.¹⁶ Within the framework of Gardner's theory of multiple intelligences, writing is closely associated with verbal linguistic intelligence, which refers to the ability to use language effectively, both in spoken and written forms.¹⁷ Students with high verbal linguistic intelligence are more capable of expressing their ideas clearly, logically, and communicatively through writing. Hence, writing ability is not merely a product of technical mastery but also a reflection of one's level of verbal linguistic intelligence.

Particular way for exchanging an idea or message is through writing it down on paper or another surface. It involves leaving marks on a certain surface. Writing is specifically one form of language representation that is produced by a certain collection of symbols with customary values for expressing the language's

¹³Jeremy Harmer, *How to Teach Writing* (Harlow, England: Pearson Longman, 2004), 31.

¹⁴David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 88.

¹⁵H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, NY: Longman, 2001), 335.

¹⁶John Langan, *College Writing abilitywith Readings*, 5th ed. (New York: McGraw-Hill, 2001), 4.

¹⁷Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983), 81.

wordings that are clearly drawn up. Writing is a complicated and challenging skill to master. The rules of writing, such as a high degree of organization in the development of ideas and information, as well as the selection of suitable vocabulary and sentence structure to create a style that is suited to the subject matter, must be mastered in addition to grammatical patterns. As a result, the author comes to the conclusion that writing is the act of creating handwritten words in which the writer expresses all of their thoughts and emotions. A writer must be able to convey a concept or message through written language.¹⁸

Writing demands thought. He emphasized that before being published, writing might be planned and revised an infinite number of times. Furthermore, writing is a two-step process. Determining the meaning is the first step, and translating the meaning into language is the second. Our thoughts are reflected in our writing. The reason for this is that the act of writing reflects ideas that remain in the mind. This task frequently suffers from students' reluctance to write things down. When the kids begin searching for motivation to write and creating written sentences, they encounter challenges.

There are five main categories of classroom writing performance, and the kinds of writing exercises that are used should be determined by the students' proficiency and level:¹⁹

¹⁸David Crystal, *The Cambridge Encyclopedia of the English Language*, 2nd ed. (Cambridge: Cambridge University Press, 2003), 276.

¹⁹Peter T. Daniels and William Bright, *The World's Writing Systems* (New York: Oxford University Press, 1996), 22.

a. Imitative, or Writing down

This kind is in the beginning stage of writing instruction. To understand the rules of the orthographic code, students will merely write down English letters, words, and possibly phrases.

b. Intensive, or Controlled

Generally, this extensive writing is found in written grammar tasks that are monitored. There is little room for the writer's inventiveness in this kind of writing. Students are required to modify a predetermined structure during a controlled writing assignment.

c. Self- Writing

Students' note-taking is the most prominent example of this category in the classroom. This also includes writing in a diary or journal.

d. Display Writing

Short answer inquiries, essay tests, and research projects will all include a display component for all language learners. A wide range of display writing styles are among the academic abilities that EFL students must acquire.

e. Real Writing

A true moving of messages to an audience in need is the goal of some classroom writing.

5. The Process of Writing

Writing is the process by which authors start putting their thoughts on paper, which is a useful tool for the entire educational process. that the paragraph is the fundamental structural unit used in practically all types of writing. Additionally, there are three methods for writing:

a. *Finding the Topic Sentence*

In general, some pupils struggle to identify the paragraph's topic sentence. Typically, the theme sentence is drawn from a variety of sources, including the book and an experience. A strong topic phrase focuses attention on a single facet of the main idea. Typically, the paragraph's most general assertion is represented by the main phrase. The topic sentence usually appears at the front of a paragraph. When the topic sentence does appear at the end, it does so to wrap up the paragraph and provide a summary of the sentence that came before it.

b. Developing paragraph from topic sentence

Some children are able to compose a paragraph without employing formal strategies like a topic phrase or adhering to any formal procedures. To create a paragraph, follow these steps:

- 1) Select a broad subject that interests you.
- 2) Focus the subject. Decide on your key point after picking one facet of the subject.
- 3) List the few facts, opinions, or beliefs that directly connect to the elements of your topic phrase and that will help to clarify or bolster it.
- 4) Review your tentative topic sentence one more time.
- 5) Expand the main sentence into a whole paragraph using the information and concepts from step three. Your final draft is this
- 6) Read what you have written and consider unity. Write your final draft making any required revisions.

c. Editing the finish product

Editing is the last stage of finishing a piece of writing. Editing is the process of reviewing one's writing for errors and making necessary last-minute corrections. English as a second language learners need to proofread their writing for simple grammatical mistakes. The incorrect use of tense and aspect agreement

articles, word order, and other minor but significant aspects are examples of basic grammatical issues.²⁰

6. The Indicators of Writing Skill

Writing is a complex skill that involves multiple elements working together to create coherent and meaningful texts. Writing consists of five indicators, which are as follows:²¹

a. Content

It is a crucial point in the writing components, because the authors should be able to develop their ideas or facts into a communication message and think creatively.

b. Organization

The organized structure of thoughts should be taken into consideration in addition to the writing's content. For the material to be understood, the writing must be fluid, have clear ideas, be coherent, and be organized well.

c. Vocabulary

As a means for the language to illustrate and support the writers' views or information, accurate vocabulary also plays a role in influencing the readers.

²⁰Florian Coulmas, *Writing Systems: An Introduction to Their Linguistic Analysis* (Cambridge: Cambridge University Press, 2003), 45.

²¹Siti Ulya Hilmawati, “*an analysis of students’ writing ability in explanation text at senior high school 2 tambang*”, (Diss. Universitas Islam Negeri Sultan Syarif Karim Riau, 2021) 10.

d. Language use

This component is required. The author is talented at making written language easily comprehensible.

e. Mechanics Writing

Mechanics writing can be regarded good if the writer maintains certain rules, such as proper capitalization, punctuation, spelling, and paragraphing. When it comes to writing, mechanical elements are crucial. Because they can signal pauses and sentence boundaries, capitalization and punctuation are essential components of written English. It indicates that the reader can determine when to stop or continue based on these mechanic's components.

7. Theoretical Support of Verbal-Linguistic Intelligence in Writing Ability

There are three theoretical perspectives that support the relationship between verbal-linguistic intelligence and writing ability, namely Sternberg's theory of successful intelligence, Vygotsky's sociocultural theory, and the application of multiple intelligences theory in education by Armstrong, which can be explained as follows:

a. Sternberg's Theory of Successful Intelligence

Robert J. Sternberg introduced the concept of successful intelligence, which emphasizes the integration of analytical, creative, and practical abilities. He argued that intelligence is not merely a measure of IQ but a dynamic ability to achieve success in life, according to one's personal standards and within one's sociocultural context. Within this framework, verbal-linguistic intelligence aligns

closely with analytical and creative thinking, both of which are crucial in writing. Students who possess high verbal-linguistic intelligence tend to be capable of structuring coherent arguments, selecting appropriate vocabulary, and articulating their ideas clearly in writing. These are fundamental aspects of Sternberg's concept of intelligent behavior in academic tasks such as composition and essay writing.²²

b. Vygotsky's Sociocultural Theory

Lev Vygotsky's sociocultural theory posits that language plays a central role in cognitive development. According to Vygotsky, thought and language are interdependent, and learning occurs first on a social level (interpsychological), and then on an individual level (intrapsychological). In the context of writing, students with strong verbal-linguistic intelligence often benefit from rich social interaction and verbal scaffolding, which helps internalize language structures. Their ability to transform spoken language into written form reflects a higher level of verbal and cognitive development.²³ This perspective reinforces the idea that writing ability is not an isolated skill but one nurtured through linguistic interaction and cultural tools such as reading and dialogue.

c. Armstrong's Application of Multiple Intelligences in Education

Thomas Armstrong supports the practical implementation of Howard Gardner's theory in educational settings. He argues that teachers should create

²² Robert J. Sternberg, *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life* (New York: Plume, 1997), 45.

²³ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978), 88–90.

learning environments that cater to different intelligences, including verbal-linguistic intelligence. In language learning and writing instruction, students with dominant linguistic intelligence benefit most from activities such as journaling, storytelling, and essay writing.²⁴ These activities stimulate language use and enhance both fluency and complexity in written expression. Armstrong emphasizes that recognizing and nurturing students' linguistic strengths can significantly improve their writing performance, especially when instruction aligns with their preferred modes of learning.

Based on the theoretical perspectives of Sternberg, Vygotsky, and Armstrong, it can be concluded that verbal-linguistic intelligence plays a crucial role in supporting students' writing ability, especially in the context of English as a Foreign Language (EFL). Sternberg's theory of successful intelligence highlights that analytical and creative thinking are essential for academic success, including writing tasks. These components are strongly related to verbal-linguistic intelligence, which allows students to organize ideas, choose appropriate vocabulary, and construct coherent arguments in writing. Likewise, Vygotsky's sociocultural theory explains that language development occurs through social interaction and verbal scaffolding. Students with strong verbal-linguistic intelligence are more capable of internalizing language structures and transforming them into effective written communication. Furthermore, Armstrong emphasizes that verbal-linguistic intelligence should be actively facilitated

²⁴ Thomas Armsrong, *Multiple Intelligences in the Classroom*, 3rd ed. (Alexandria, VA: ASCD, 2009), 47–49.

through language-based learning activities such as journaling, storytelling, and essay writing. These activities enhance students' fluency and structure in expressing ideas through writing.

From these theoretical perspectives, it could be inferred that verbal-linguistic intelligence significantly contributed to the development of writing skills. Therefore, investigating the correlation between students' verbal-linguistic intelligence and their writing ability was highly relevant in order to provide a deeper understanding of how linguistic strengths influenced students' academic writing performance. This theoretical foundation strongly supported the research focus on identifying the relationship between verbal-linguistic intelligence and writing ability of EFL students.

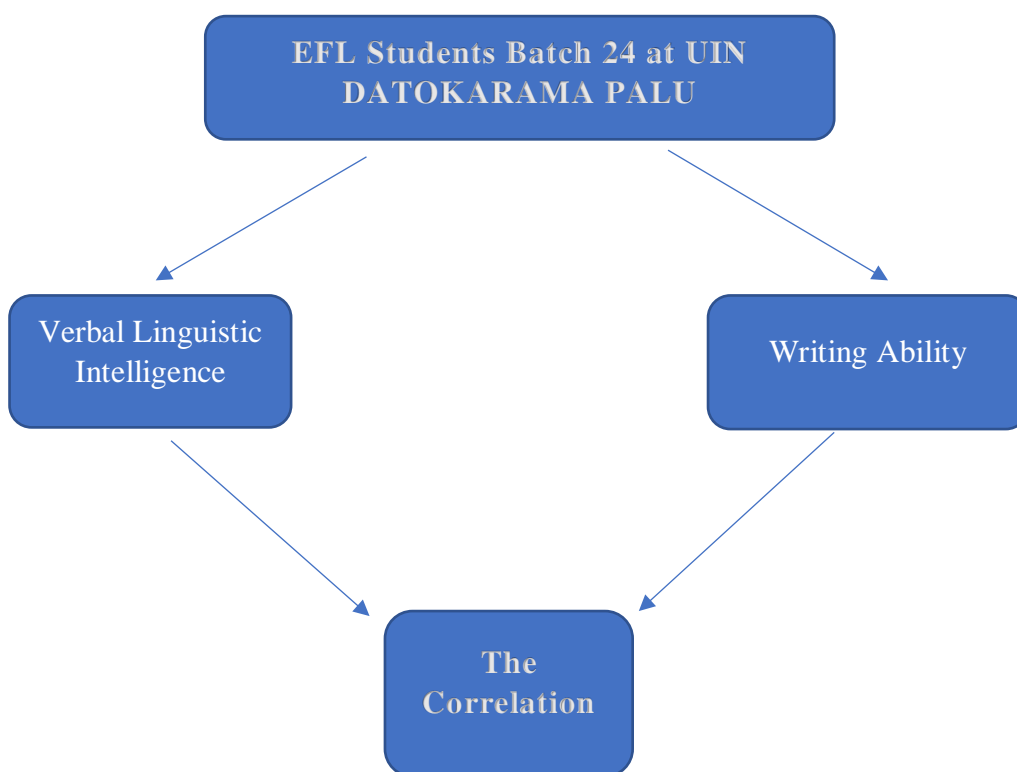
C. Conceptual Framework

The conceptual framework showed how the researcher examined the correlation between verbal-linguistic intelligence and the writing ability of EFL students at Datokarama Palu. In the initial observation conducted at UIN Datokarama Palu, it was found that the students faced difficulties in writing, such as organizing ideas, using appropriate vocabulary, and constructing proper sentences. Therefore, the researcher was interested in investigating whether there was a significant correlation between students' verbal-linguistic intelligence and their writing ability. The researcher believed that students with higher verbal-linguistic intelligence might demonstrate better writing ability, as this type of intelligence is closely related to language skills, including vocabulary use, sentence structure, and idea expression. By exploring this correlation, the researcher aimed to understand whether students with strong verbal-linguistic

intelligence tended to have better writing performance. To conduct this research, the researcher measured verbal-linguistic intelligence using an appropriate intelligence test and assessed writing ability using a Writing Assessment Rubric. The correlation between these two variables was analyzed to determine the strength and direction of their relationship.

The following is the theoretical framework in this research:

Figure 2.1 conceptual framework



The theoretical framework consisted of several important points. Firstly, the EFL students at Datokarama Palu were the subjects of this research. Secondly, verbal-linguistic intelligence was assessed to determine the students' abilities related to language use and expression. Thirdly, the students' writing ability was measured using a Writing Assessment Rubric, focusing on aspects such as organization, grammar, punctuation, format, and content. Finally, a correlation

analysis was conducted to examine the relationship between verbal-linguistic intelligence and writing ability. Taken together, these components helped the researcher draw conclusions about how verbal-linguistic intelligence influenced the students' writing ability.

D. Hypothesis

Below are the null and research hypotheses that they are put forth within this research:

1. The Alternative hypothesis is:

(Ha): There is a significant correlation between EFL students' verbal linguistic intelligence and their writing ability of the TBI A Students' Batch 2024 at UIN Datokarama Palu.

2. The null hypothesis of this research is:

(Ho): There is no significant correlation between EFL students' verbal linguistic intelligence and their writing ability of the TBI A Students' Batch 2024 at UIN Datokarama Palu.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

This research employed a quantitative method, which aimed to apply mathematical models, theories, and hypotheses to the variables involved.¹ The main objective of this quantitative research was to establish the correlation between empirical data and its mathematical interpretation. Therefore, the evaluation process played a vital role in identifying the strength and direction of the relationship between variables.

As is typical in quantitative research, the relationship between students' writing ability and their verbal-linguistic intelligence was analyzed statistically. The researcher used SPSS version 27 as the statistical software to process and analyze the data. A correlational research design was used to examine the association between writing proficiency and verbal-linguistic intelligence.

This research was non-experimental, meaning no variables were manipulated during the research process. Correlational research investigated the relationship between two or more variables without altering them.² In this research, there were two variables:

The independent variable (X): Verbal-linguistic intelligence,

The dependent variable (Y): Writing ability.

¹Fraenkel, Jack R., Norman E. Wallen, and Helen H. Hyun. *How to Design and Evaluate Research in Education*. 8th ed. New York: McGraw-Hill, 2012, 330–334.

² Gay, L. R., Geoffrey E. Mills, and Peter Airasian. *Educational Research: Competencies for Analysis and Applications*. 10th ed. Boston: Pearson, 2012, 189–193.

B. Research Population and Sampling

1. Population

The population is the broader group to which the findings are intended to be applied.³ All current EFL students Batch 2024 at UIN Datokarama Palu made up the research's population. The research's population distribution is as follows:

Table 3.1 Class EFL Students Batch 2024 at UIN Datokarama Palu

No	Class	Total
1.	TBI A	18
2.	TBI B	19

2. Sample

A sample referred to a smaller group taken from the larger population. To ensure that the information collected was representative of the entire population, data needed to be gathered from this smaller group.⁴ In this research, the sample consisted of students from class TBI 1 at UIN Datokarama Palu, who were selected through a lottery draw (cabut lot) method. This technique was chosen to ensure fairness and randomness in the selection process, giving all eligible classes an equal chance of being selected. By using this method, the researcher aimed to obtain data that accurately reflected the characteristics of the population and aligned with the objectives and focus of the research.

C. Research Variable

In experimental research, a variable referred to any attribute, number, or quantity that could be measured or counted. This indicated that variables assisted

³John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 142.

⁴Michael Patton, *Qualitative Research and Evaluation Methods*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2015), 265.

researchers in assessing the relationships and effects of the components being studied in quantitative research. Two types of variables were employed in this research: the independent variable and the dependent variable. The independent variable remained constant and was not influenced by other measured variables. It referred to the experimental condition that the researcher intentionally modified, representing the presumed cause. In contrast, the dependent variable was the component that was measured and was expected to change in response to the manipulation of the independent variable.

The connection between the independent and dependent variable was as follows:

Figure 3.2 Connection between independent and dependent variable



Note:

X: Independent Variable (Verbal Linguistic Intelligence)

Y: Dependent Variable (Writing Ability).

D. Research Instrument

There were two instruments used in this research: a verbal-linguistic intelligence questionnaire and a writing test.

1. Verbal-Linguistic Intelligence Questionnaire

Verbal-linguistic intelligence referred to the capacity to use words effectively, both verbally and in writing. This type of intelligence was often identified through the interpretation of expressions, semantics, grammar or language structure, phonology or speech, and the practical use

of words. The instrument used to collect data on verbal-linguistic intelligence was a questionnaire.⁵

2. Writing Test

The writing test was administered to assess the students' writing skills. The students were given a sheet containing a descriptive text prompt, which they were required to respond to in writing.

a. Validity

Validity was based on the idea that it was essentially a validation of whether a given instrument actually measured what it was intended to measure. This included determining whether the instrument accurately represented the content, was appropriate for the sample, and was comprehensive enough to gather all necessary data. As a result, content validity was applied.

b. Reliability

The inter-rater reliability method was utilized to determine the reliability of the writing test. The raters were able to assign a score or rating to the instrument based on inter-rater reliability, regardless of whether it was appropriate for the sample.

E. Operational Definition of Key Terms

The author provided definitions for the terminology used in this research to prevent misunderstandings. Verbal-linguistic intelligence referred to the ability to use words effectively, either in writing or orally. The verbal-linguistic profile of the EFL students at UIN Datokarama Palu was identified using the Multiple Intelligence Questionnaire.

⁵Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983. 53

Writing ability referred to the capacity to produce written work that could be read, performed, or utilized by others. Through writing, information was communicated indirectly to other people. An essay writing test was used in this research to measure each student's writing proficiency.

F. Data Collection Procedure

For the purpose of gathering data, the researcher gave the students a test to gauge their level of writing ability and verbal-linguistic intelligence. Two kinds of instruments were used to collect the data.: Verbal linguistic intelligence questionnaire, and writing test.

1) Verbal linguistic intelligence questionnaire

The data for this research were collected through the distribution of a verbal-linguistic intelligence questionnaire to EFL students at UIN Datokarama Palu. The instrument was developed based on the theory of multiple intelligences proposed by Howard Gardner, as adapted by Mahfiroh. The purpose of the questionnaire was to measure the students' level of verbal-linguistic intelligence. It consisted of 30 statements categorized into four main aspects of verbal-linguistic intelligence, namely Rhetoric, Mnemonic, Explanation, and Metalinguistic. Each aspect consisted of eight items: Twenty six favorable (positive) and Seven unfavorable (negative). Rhetoric referred to the ability to use language effectively and persuasively in both spoken and written communication. Mnemonic concerned the capacity to remember, store, and recall vocabulary, concepts, and linguistic structures accurately. Explanation represented the ability to clarify ideas, convey meanings, and present arguments logically through language. Metalinguistic awareness (extended mnemonic skill) reflected the

ability to reflect on, analyze, and manipulate language forms and functions. During the data analysis, responses to unfavorable items were reverse-scored to ensure accuracy in measurement. The participants were asked to respond to each statement using a four-point Likert scale: SS (Strongly Agree) = 4, S (Agree) = 3, D (Disagree) = 2, and SD (Strongly Disagree) = 1. The questionnaires were administered in class under the researcher's supervision. Before distribution, the researcher explained the objectives of the questionnaire, the instructions for completing it, and emphasized the importance of answering honestly based on the students' actual conditions. It was also stated that there were no right or wrong answers. The data collected from the questionnaire were used to analyze the correlation between the students' verbal-linguistic intelligence and their writing ability, which was the primary focus of this research.⁶

2) Writing Test

A writing test was administered to the students in order to assess their writing ability. The writing test was given to evaluate their ability in written expression. The students were provided with a worksheet containing several questions, from which they were instructed to choose a topic and write a descriptive text.⁷

⁶Kamrida. 2017. Pengaruh Kecerdasan Verbal-Linguistik Terhadap Hasil Belajar IPA Terpadu Peserta Didik Kelas VIII MTs Negeri 1 Kota Makassar.

⁷John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 152.

G. Data Analysis Technique

The data were analyzed using five steps, each of which served to address the research problem. The prerequisite test was completed by the researcher. The students' writing tests and verbal-linguistic intelligence questionnaires were then examined and evaluated. After entering the data from both instruments into SPSS, a correlation test was performed to address the research question. If a correlation between the variables was found, further analysis was carried out to determine the relationship between writing ability and verbal-linguistic intelligence. Finally, a descriptive analysis was conducted to interpret the results.

1. Writing Test Analysis

The Descriptive Writing Scoring Rubric is an assessment tool used to evaluate descriptive writing based on five key criteria: format, punctuation, content, organization, and grammar and sentence structure. Each criterion is scored on a scale of 1 to 5, where 1 (Very Poor) indicates very low performance, 2 (Poor) is below average, 3 (Fair) is adequate, 4 (Good) is good, and 5 (Very Good) represents excellent performance. The format assesses the neatness and adherence to writing conventions, punctuation focuses on the correct use of punctuation marks, content measures the relevance and detail of the description, organization evaluates the logical arrangement of ideas and flow, and grammar and sentence structure examines the correct use of grammar and clarity of sentence construction. This rubric is designed to help teachers assess students' descriptive writing objectively and systematically.

Table 3.2 Descriptive Writing Scoring Rubric

Criteria	1 (Very Poor)	2 (Poor)	3 (Fair)	4 (Good)	5 (Very Good)
Format	Does not follow the required format (font, margin, spacing, etc.), difficult to read, or does not meet basic requirements.	Writing format is inconsistent, with many errors in margins, fonts, or spacing.	Mostly follows the format, but still contains some inconsistencies or minor technical issues.	Almost entirely follows the required format, with only a few small technical errors.	Fully adheres to the required format, neat, and easy to read.
Punctuation	Many punctuation errors (periods, commas, quotation marks, etc.) that disrupt comprehension of the text.	Several repeated punctuation errors that reduce text clarity.	Some punctuation errors, but not too disruptive to comprehension.	Almost all punctuation is correct, with only a few minor mistakes.	All punctuation marks are correct and help enhance clarity of the text.
Content	The content is minimal/irrelevant to the topic, unclear descriptions.	The content is somewhat relevant but limited in description.	The content is fairly relevant, but descriptions remain less detailed.	The content is clear, relevant, and provides adequate detail to illustrate objects/situations.	The content is very clear, relevant, detailed, and thoroughly explains the topic.
Organization	No clear structure, difficult to follow ideas.	Weak structure, ideas/paragraphs are not well arranged.	The structure is fairly clear, but some sections lack transitions.	The structure is good, ideas are logically ordered, and transitions are sufficient.	The structure is very clear, logically organized, and transitions are smooth.
Grammar and Sentence Structure	Many grammatical errors and poor sentence structures, making the text difficult to understand.	Several repeated grammatical errors, reducing text clarity.	Some grammatical errors, but sentences remain understandable.	Grammar is fairly good, with minor errors that do not disrupt comprehension.	Grammar is accurate, sentence structures are varied and clear, and

					easy to understand.
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Source by: Jacobs et al. (1981)⁸

1. Pre-requisite Analysis

Pre-requisite analysis was required because the research involved parametric statistics, and correlation. Therefore, the researcher determined whether the data distribution between the variables was normal and linear before examining the data.

2. Normality Test

To determine whether the sample data had been taken from a population that was normally distributed, a normality test was employed. It was conducted because several parametric statistical techniques, such as the multiple linear regression test and the Pearson correlation test, required a dependent variable that was approximately normally distributed. Additionally, the researcher used SPSS 27 to apply the Smirnov-Wilk test. If the p-value was greater than 0.05 ($p > 0.05$), the data were considered normally distributed.⁹

3. Linearity Test

To assess whether the correlation between the variables was linear, a linearity test was performed. The test was recognized as a prerequisite for the linear regression analysis. Therefore, a linearity test was conducted using SPSS 27 to determine whether the association between the variables was linear. The data correlation was considered linear if the p-value (linearity) was less than 0.05 ($p < 0.05$).

⁸ Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL Composition: A Practical Approach*. Newbury House.

⁹Diablo Valley College, *Writing Assessment Rubric*, accessed February 20, 2025,

4. Correlation Analysis

The Pearson Product-Moment Correlation Coefficient was utilized to determine whether students' overall verbal-linguistic intelligence and their writing ability were correlated. If the p-value was less than 0.05, a significant correlation was indicated; if it was greater than 0.05, no significant correlation was found. The value of r ranges from 0 to 1 for positive correlations. In general, a correlation coefficient between 0.00 and 0.19 is interpreted as very weak, 0.20 to 0.39 as weak, 0.40 to 0.59 as moderate, 0.60 to 0.79 as strong, and 0.80 to 1.00 as very strong. These categories help researchers determine the degree to which one variable is associated with another in a statistically meaningful way.

The research was then carried out to examine whether there was a significant relationship between writing ability and verbal-linguistic intelligence, assuming a substantial correlation was found between the variables.¹⁰

¹⁰ Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston: Pearson, 2012, 338–340.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the following sub topics: (A) Description of the Research Result, and (B) Discussion of the Research Result.

A. Description of the Research Result

This research used a correlational design to investigate the relationship between students' verbal-linguistic intelligence and their writing ability. The research involved EFL students at UIN Datokarama Palu. The researcher collected two sets of data: the verbal-linguistic intelligence scores, obtained through a questionnaire based on Gardner's theory, and the writing ability scores, measured through a writing test assessed by predetermined criteria. The data were then analyzed using the Pearson Product-Moment Correlation to determine whether a significant relationship exists between the two variables.

1. Students' writing test

Table 4.1 Students' Writing Score

No	Name	L/P	Class	Score					Total
				F	P	C	O	G	
1	RA	P	TBIG 2	4	4	4	4	3	76
2	WD	P	TBIG 2	3	4	3	4	4	72
3	MS	L	TBIG 2	2	3	3	4	4	64
4	TS	P	TBIG 2	4	4	4	4	4	80
5	AR	P	TBIG 2	3	3	3	3	3	60
6	AD	P	TBIG 2	4	4	4	4	3	76
7	FM	P	TBIG 2	4	4	3	4	4	76
8	NV	P	TBIG 2	3	4	3	3	2	60
9	UM	P	TBIG 2	4	5	4	4	4	84
10	KR	P	TBIG 2	4	3	4	3	3	68
11	MF	P	TBIG 2	4	5	4	4	4	84
12	DA	P	TBIG 2	3	4	4	3	4	72

13	WA	P	TBIG 2	4	4	3	3	3	68
14	AW	L	TBIG 2	4	3	3	3	3	64
15	AU	L	TBIG 2	4	4	3	4	3	72
16	MB	L	TBIG 2	4	5	4	5	5	92
17	LS	P	TBIG 2	3	4	3	4	4	72
18	AC	P	TBIG 2	5	5	4	5	4	92
19	MA	L	TBIG 2	4	4	3	4	3	72

The table presents the results of the writing test administered to students of TBIG 2 class, focusing on five key aspects of writing performance: F (Fluency), P (Punctuation), C (Content), O (Organization), and G (Grammar). Each aspect was scored on a four-point scale, and the cumulative scores were then converted into a total value. The results show that the students' writing abilities vary considerably, with total scores ranging from 60 to 92. The highest score, 92, was achieved by student AC, reflecting strong mastery across all five aspects, while the lowest score, 60, was recorded by NV, indicating the need for improvement, particularly in content and grammar.

Overall, the distribution of scores suggests that most students demonstrate a moderate to high level of writing proficiency. Several students such as MS, TS, UM, KR, MF, and LS achieved total scores above 80, indicating strong performance in multiple components, especially fluency and organization. On the other hand, students with scores in the lower range (60–72) may require additional support in grammar and content development, as these areas appear to be more challenging. These findings highlight the varying levels of writing competence among students and provide useful insights for targeted teaching interventions aimed at strengthening weaker aspects while reinforcing existing strengths.

2. Verbal Linguistic Intelligence Questioner

Table 4.2 Students' Verbal Linguistic Intelligence Score

N O	Nama	SOAL ITEM																														Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	RA	4	2	4	3	4	1	4	2	3	4	1	4	3	4	4	3	3	2	4	4	4	4	1	4	3	2	4	3	2	3	93
2	WD	2	2	4	4	3	4	2	2	4	4	4	4	2	3	4	2	3	3	3	4	2	4	4	4	4	4	4	1	4	3	97
3	MS	3	4	2	4	2	4	3	3	4	4	4	3	4	2	4	3	4	3	1	4	3	3	4	2	2	4	3	4	2	4	96
4	TS	3	3	4	4	4	4	3	4	4	1	4	3	4	4	3	1	4	2	3	1	2	3	4	4	4	4	4	3	4	4	99
5	AR	3	4	2	4	3	1	3	4	3	1	1	2	4	4	3	2	3	2	4	4	1	3	4	4	1	2	4	4	3	2	85
6	AD	4	2	4	2	3	4	4	4	4	3	1	1	3	4	3	4	3	4	1	3	3	4	2	1	4	3	3	4	3	3	91
7	FM	3	4	4	4	4	4	4	3	2	4	4	2	4	2	3	4	4	4	2	3	3	2	1	3	3	1	1	2	4	4	92
8	NV	4	2	3	4	1	2	1	4	3	3	4	3	2	4	4	3	3	4	2	3	3	3	3	3	4	2	4	2	4	2	89
9	UM	3	3	3	4	3	1	4	2	4	4	2	4	2	2	4	4	3	2	2	4	4	4	4	4	4	2	1	4	1	2	90
10	KR	3	3	4	4	2	3	3	3	4	4	1	4	4	4	4	3	3	3	2	4	4	1	3	3	1	4	3	4	3	1	92
11	MF	3	3	3	4	4	3	3	3	3	4	4	2	4	4	3	2	4	1	4	1	2	4	1	4	4	3	3	4	4	4	95
12	DA	4	4	4	3	1	4	2	2	4	4	3	3	3	1	2	4	4	3	3	2	2	3	2	4	1	4	4	4	4	4	92
13	WA	1	4	3	3	4	3	1	3	1	2	4	3	1	2	4	1	2	4	3	2	4	4	2	3	4	4	4	4	4	4	88
14	AW	4	4	4	4	4	4	4	3	1	4	3	1	2	2	3	3	2	1	4	2	1	4	4	3	3	4	1	1	3	4	87
15	AU	4	3	4	2	3	4	4	4	3	4	4	4	2	3	3	4	4	3	4	2	3	4	2	3	4	4	4	4	1	1	98
16	MB	4	4	2	3	2	4	4	2	4	4	4	4	2	4	4	4	4	3	3	4	4	4	2	2	3	2	4	4	4	2	100
17	LS	3	4	3	4	4	3	4	1	4	4	3	2	2	3	4	4	4	4	4	4	1	3	3	4	2	4	1	4	1	3	94
18	AC	4	4	4	4	4	4	4	3	4	4	1	2	4	4	3	3	3	1	4	4	4	4	2	3	3	2	4	4	2	4	100
19	MA	4	3	4	3	3	4	3	3	1	4	3	1	4	3	4	3	4	4	3	3	3	4	3	3	4	4	2	2	3	3	95

The data presented in the table above summarize the results of the verbal-linguistic intelligence questionnaire administered to 19 EFL students at UIN Datokarama Palu. The questionnaire, developed based on Howard Gardner's theory of multiple intelligences and adapted by Mahfiroh consisted of 30 items categorized into four aspects: Rhetoric, Mnemonic, Explanation, and Metalinguistic. Each aspect contained both favorable and unfavorable items, with responses measured using a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). Prior to scoring, unfavorable items were reverse-

coded to ensure consistency in measurement. The table shows the item-by-item scores of each student, which were then summed to obtain their overall verbal-linguistic intelligence scores. The results reveal a variation in students' responses, with total scores ranging from 85 to 100, indicating generally high levels of verbal-linguistic intelligence among the participants.

These findings suggest that most students demonstrated strong abilities in areas such as phonological awareness, syntactic construction, semantic comprehension, and pragmatic use of language. Students with higher scores tended to show stronger linguistic sensitivity and a better command of language use in different contexts, while those with relatively lower scores still showed adequate but less consistent performance across the four aspects. Overall, the data indicate that the participants possessed a good mastery of verbal-linguistic intelligence, which provided a strong basis for their performance in English writing. This also supports the main objective of the research, namely to analyze how students' levels of verbal-linguistic intelligence correlate with their descriptive writing ability.

3. Normality Test

Table 4.3 Normality Test of Writing Ability

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing test TBIG 2	.159	19	.200 [*]	.942	19	.284

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test was conducted to determine whether the sample data was drawn from a normally distributed population. This test was essential because the research employed parametric statistical techniques, particularly those related to correlation and linearity, which require that the variables involved be approximately normally distributed.

In this research, the normality test was carried out using the Kolmogorov-Smirnov test with the help of SPSS version 27, since the number of samples in the group was 19, which is greater than 15 ($19 > 15$). Therefore, the Kolmogorov-Smirnov test was considered appropriate for this analysis. The decision rule is: if the significance value (Sig.) > 0.05 , the data is considered to be normally distributed; if Sig. < 0.05 , the data is not normally distributed.

Based on the result shown in the table above, the significance value for the Writing Test (TBIG 2) is 0.200, which is greater than 0.05 ($0.200 > 0.05$). Thus, it can be concluded that the data from the writing test is normally distributed and meets one of the essential assumptions for conducting correlation analysis and testing linearity in this research.

Table 4.4 Normality Test of Verbal Linguistic Intelligence Questionnaire

One-Sample Kolmogorov-Smirnov Test			Verbal Linguistic Intelligence Questionnaire ^e
N			19
Normal Parameters ^{a, b}	Mean		93.32
	Std. Deviation		4.398
Most Extreme Differences	Absolute		.091
	Positive		.091
	Negative		-.070
Test Statistic			.091
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.942
	99% Confidence Interval	Lower Bound	.936
		Upper Bound	.948

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The normality test in this research used the Kolmogorov-Smirnov test because the sample used was > 15 , specifically 19 participants. If the probability value (Sig.) > 0.05 , then the data is considered normally distributed, and if the probability value (Sig.) < 0.05 , then the data is not normally distributed. Based on the normality test table above, it can be seen that the significance value (Sig.) of the Verbal Linguistic Intelligence Questionnaire is **0.200**, which is **greater than 0.05** ($0.200 > 0.05$). So, based on the results of this normality test, it can be stated that the data from the Verbal Linguistic Intelligence Questionnaire is normally distributed.

4. Linearity Test

Table 4.5 Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Verbal Linguistic Intelligence Questionnaire * Writing test	Between Groups	(Combined)	254.305	7	36.329	4.260	.016
		Linearity	148.670	1	148.670	17.435	.002
		Deviation from Linearity	105.635	6	17.606	2.065	.141
	Within Groups		93.800	11	8.527		
	Total		348.105	18			

To determine whether the relationship between the variables was linear or not, a linearity test was conducted as a prerequisite before performing correlation analysis. This test was carried out using SPSS version 27 to examine whether there was a straight-line relationship between the scores of the Verbal Linguistic Intelligence Questionnaire and the Writing Test.

A relationship is considered linear if the significance value (Sig.) in the Linearity row is < 0.05 , and it is considered not significantly deviating from linearity if the significance value in the Deviation from Linearity row is > 0.05 .

Based on the ANOVA table, the significance value in the **Linearity row** was **0.002 (< 0.05)**, indicating that the relationship between the two variables was linear. Meanwhile, the significance value in the **Deviation from Linearity row** was **0.141 (> 0.05)**, meaning there was no significant deviation from linearity.

Thus, it can be concluded that there was a linear relationship between verbal linguistic intelligence and writing ability, and the data met the assumption required for conducting correlation analysis.

5. Correlation Analysis

Table 4.6 Correlation Analysis

Correlations		Writing test	Verbal Linguistic Intelligence Questionnaire
Writing test	Pearson Correlation	1	.654**
	Sig. (2-tailed)		.002
	N	19	19
Verbal Linguistic Intelligence Questionnaire	Pearson Correlation	.654**	1
	Sig. (2-tailed)	.002	
	N	19	19

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

To determine whether there was a correlation between verbal linguistic intelligence and writing ability, this research used the Pearson Product Moment correlation test through bivariate analysis with the help of SPSS for Windows version 27. Based on the results, the interpretation is as follows:

1) Strength of the Relationship (Correlation Coefficient)

The result shows that the correlation coefficient between verbal linguistic intelligence and writing ability is **0.654**. This means there is a strong and positive relationship between the two variables. In simple terms, students with higher verbal linguistic intelligence tend to have better writing abilities.

2) Significance Value (p-value)

The significance value (Sig. 2-tailed) is **0.002**. Since this value is < 0.05 , the correlation is considered statistically significant. This means the relationship found is real and not due to chance.

3) General Interpretation of Correlation

In correlation analysis, the closer the value is to **1**, the stronger the relationship between the two variables. If the value is closer to **0**, the relationship is weaker. Since the result is **0.654**, it can be concluded that there is a strong, positive, and significant correlation between students' verbal linguistic intelligence and their writing ability.

B. Discussion of the Research Result

This research aimed to determine whether there was a significant relationship between verbal-linguistic intelligence (X) as the independent variable and writing ability (Y) as the dependent variable among EFL students at UIN Datokarama Palu. The data were collected in two stages: first, the writing scores of 19 students from the TBIG 2 class of the 2024 cohort were obtained from the Writing course lecturer; then, the same students completed a verbal-linguistic intelligence questionnaire. To analyze the relationship between the two variables, the Pearson Product-Moment Correlation Coefficient technique was used through SPSS version 27. According to statistical guidelines, if the significance value (p-value) was less than 0.05, the correlation was considered statistically significant. Conversely, if the p-value was greater than 0.05, the correlation was not considered significant.

The analysis results showed that the correlation coefficient (r) between verbal-linguistic intelligence and writing ability was 0.654, with a significance value (p) of 0.002. Since the p-value was less than 0.05, this indicated that the correlation found was statistically significant and did not occur by chance. A

coefficient of 0.654 indicated a strong and positive relationship, which meant that students with higher verbal-linguistic intelligence tended to have better writing abilities. In general, a correlation value closer to 1 indicated a stronger relationship, while a value closer to 0 indicated a weaker one. Therefore, the result of 0.654 confirmed a strong, positive, and meaningful relationship between the two variables.

Furthermore, based on the data analysis of the verbal-linguistic intelligence scores and writing test scores, it was generally found that most students showed a consistent pattern: the higher their verbal-linguistic intelligence, the higher their writing test scores. This aligned with the correlation result, which showed a strong positive relationship between the two variables.

However, there were a few exceptions to this pattern. For example, a student with the initials MS had a very high verbal-linguistic intelligence score (96) but received a relatively low writing score (64). A similar case was observed with the student KR, who scored 92 in verbal-linguistic intelligence but only received 68 in the writing test. These cases suggested that although there was generally a positive relationship between the two variables, other factors beyond verbal-linguistic intelligence might have influenced students' writing performance, such as motivation, writing habits, or other psychological factors.¹

On the other hand, the majority of students, such as RA, TS, MF, AC, MA, and others, showed a consistent pattern: they had verbal-linguistic intelligence

¹Mujiono, M., & Mahdum. (2023). *The mediating role of verbal-linguistic intelligence in the impact of self-efficacy and academic engagement on academic flow in academic writing*. Journal of Higher Education Theory and Practice, 23(2), 90–99. <https://www.researchgate.net/publication/377174943>

scores above 90 and also obtained high writing scores (above or close to 80). This strengthened the conclusion that, in general, the higher a person's verbal-linguistic intelligence, the better their writing ability tended to be.

These findings were consistent with Howard Gardner's theory of Multiple Intelligences, particularly verbal-linguistic intelligence, which referred to the ability to use language effectively in both spoken and written forms. Students with high verbal intelligence typically had a broad vocabulary, could express ideas clearly, and were capable of composing well-organized and coherent writing.² Based on the statistical analysis results, the alternative hypothesis (Ha), which stated that there was a significant relationship between verbal-linguistic intelligence and writing ability among EFL students at UIN Datokarama Palu, was accepted. Meanwhile, the null hypothesis (Ho) was rejected. Thus, the objective of this research was successfully achieved.

²Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983. 53

CHAPTER V

CONCLUSION SUGGESTION

A. Conclusion

Based on the results of the data analysis and discussion, it could be concluded that there was a significant correlation between verbal-linguistic intelligence and the writing ability of EFL students at UIN Datokarama Palu. The analysis showed that the correlation coefficient (r) was 0.654 with a significance value (p) of 0.002. Since the p -value was less than 0.05, this indicated that the correlation was statistically significant and did not occur by chance. A coefficient of 0.654 represented a strong and positive relationship, meaning that students with higher verbal-linguistic intelligence tended to perform better in writing. In general, correlation values closer to 1 indicate stronger relationships, while those closer to 0 indicate weaker ones. Therefore, the result confirmed a meaningful connection between the two variables. The alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected.

These findings support Howard Gardner's theory of Multiple Intelligences, which highlights the role of verbal-linguistic intelligence in effective language use. It can be inferred that verbal-linguistic intelligence plays a key role in students' academic writing performance, as those with stronger abilities in this area tend to express ideas more clearly and effectively in written form.

B. Suggestion

Following the conclusion of this research, the researcher offers the following suggestions.

1. For lecturers and educational institutions

It is recommended that English lecturers pay attention to students' individual intelligence profiles, especially verbal-linguistic intelligence, when designing writing instruction. Activities that foster vocabulary development, language use, and critical thinking through writing should be integrated into the curriculum. Additionally, institutions should consider incorporating intelligence-based learning strategies to optimize students' academic potential.

2. For students

Students are encouraged to be more aware of their own verbal-linguistic strengths and to actively develop their writing skills through regular practice, reading, and participation in language-related activities. Students should also take the initiative to enrich their vocabulary, improve their grammar, and seek feedback to enhance their writing performance.

3. For future researchers

This research serves as a basis for further research in the area of language learning and intelligence. Future researchers are encouraged to explore the relationship between other types of multiple intelligences and different language skills (such as speaking, reading, or listening). Moreover, similar studies could be conducted with larger sample sizes or different educational contexts to verify and expand upon the findings of this research.

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APPENDICES

Appendix 1. Verbal-Linguistic Intelligence Rubric

Howard Gardner. (2011). *Frames of mind: The theory of multiple intelligences*. Basic Books.

"Verbal Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. It includes abilities such as listening, speaking, reading, and writing effectively."(Gardner, 2011, Frames of Mind, hal. 82)

Questionnaire Adopted from: Mahfiroh, (2021). *Pengaruh kecerdasan linguistic terhadap kemampuan komunikasi matematis siswa kelas VIII SMP ISLAM MOGA PEMALANG*.

BLUEPRINT OF THE LINGUISTIC INTELLIGENCE QUESTIONNAIRE INSTRUMENT

No.	Aspek	Indikator	Nomor Item Favorable	Nomor Item Unfavorable	Jumlah Item
1	Rethoric	- Able to persuade and convince others verbally. -Confident in speaking in public. -Capable of constructing logical arguments. -Uses precise and engaging word choices.	1, 2, 3, 6, 7	4, 5, 8	8
2	Mnemonic	-Uses words effectively. -Able to grasp the main ideas from spoken information. -Responds appropriately to the information heard.	9, 10, 11, 13, 14, 15, 16	12	8
3	Explanation	-Able to understand the content of a reading text. -Able to identify the main ideas and key information from the text.	17, 18, 19, 21, 22, 23	20, 24	8

		-Able to summarize the content of the reading in a coherent and logical manner.			
4	metalinguistic	-Understands and discusses the meaning of language. -Recognizes differences in meaning, language style, and sentence structure. -Shows interest in language as an object of reflection.	25, 26, 27, 29, 30, 26, 27, 30	28,	9
Total					30

Appendix 2. Verbal Linguistic Intelligence Questionnaire

VERBAL LINGUISTIC INTELLIGENCE QUESTIONNAIRE

INSTRUCTIONS:

1. Read each statement carefully.
2. Choose the answer that best reflects your condition by putting a check mark (✓) in the column:
 - SS = Strongly Agree
 - S = Agree
 - D = Disagree
 - SD = Strongly Disagree
3. There are no right or wrong answers, so please respond honestly according to your actual condition.

RESPONDENT'S IDENTITY

Name:

Class:

Gender: M / F

Date of Completion:

No.	Pernyataan	SS	S	TS	STS
1	I'm confident when speaking in public.				
2	I'm able to persuade my friends to agree with my opinion.				
3	I can convey my thoughts in a convincing language.				
4	I feel nervous and don't know what to say when speaking in public.				
5	I often struggle to choose the right words in discussions.				
6	I enjoy presenting ideas in class presentations.				
7	I often use an engaging language style when explaining				

	something.				
8	I'm unable to defend my opinion in group discussions.				
9	I easily remember lessons if I repeat them out loud several times.				
10	I often create acronyms or abbreviations to help me memorize.				
11	I like creating stories or songs to remember material.				
12	I often forget lessons even after reading them several times.				
13	I'm used to writing down important points to help me remember.				
14	I can explain lessons from my own memory.				
15	I repeat information orally to reinforce my memory.				
16	I use rhythm or songs when memorizing sequences or lists.				
17	I can explain lessons to friends in my own words.				
18	I use concrete examples when explaining something.				
19	I enjoy helping friends who struggle to understand material.				
20	I'm confused when I have to explain something logically and coherently.				
21	I can summarize the content of a text or video I watched well.				
22	I construct sentences and explanations in an organized manner.				
23	I use metaphors or analogies when explaining.				

24	I struggle to organize explanations so they're easy to understand.				
25	I enjoy discussing the meaning of uncommon words or new terms.				
26	I'm aware that one word can have different meanings depending on the context.				
27	I often notice the difference between formal and informal language.				
28	I'm not interested in analyzing language styles in writing or conversation.				
29	I can distinguish between figurative and literal meanings in sentences.				
30	I like thinking about how sentence structure affects the meaning of an utterance.				

Skala Penilaian:

Angket menggunakan skala Likert 4 poin, dengan ketentuan sebagai berikut:

Jawaban	Skor (Favorable)	Skor (Unfavorable)
Sangat Setuju (SS)	4	1
Setuju (S)	3	2
Tidak Setuju (TS)	2	3
Sangat Tidak Setuju (STS)	1	4

Item unfavorable diberi skor terbalik untuk menjaga validitas dan reliabilitas instrumen.

Rentang Skor:

Jumlah item: 30

Skor maksimum: $30 \times 4 = 120$

Skor minimum: $30 \times 1 = 30$

Interpretasi Skor:

Interval kategori: $\frac{120-30}{5} = 18$

Rentang Skor	Kategori
108 – 120	Sangat Tinggi
88 – 107	Tinggi
68 – 87	Sedang
48 – 67	Rendah
30 – 47	Sangat Rendah

Appendix 3. Students' Writing Scores

No. _____
Date : _____

Name : Adrian Ridwan
Class : TBI-2

My house is located on BTN Pondok Surya behind the mosque and beside mini market. Before going to my house on the left there is a park, namely Asmaul-Husna park, about 500 meters away from the house.

My class is located on second floor of the SBSN c-8 building. C building has 3 floors beside D building. There is toilet my classroom. The building is white on south of my classroom.

P 4
C 3
F 3
g 3
o 3
= 16

64

PAPERLINE

Students' Writing score

Muh Anugrah Bintang
241160036

Date: June 25, 2025.

Desc. Writing

My house is located on Totosi street, in Palu city. Around my house is very green. Many trees are next to my house. There are public facilities near with my house, such as mosque, schools, and villa. The name of public facilities near with my house are Al-Aqsa mosque, MIN 1 Dayu, and Doda's villa. The Al-Aqsa mosque is behind my house.

The name of my classroom is SBSN C-8. It is located on second floor, in C building of UIN Datokarama Palu. In south of my classroom is parking area. There is toilet beside my classroom. Then there are many trees around my classroom.

PA
C5
F9
9
05

88 92

=22

PEACE TO ACHIEVE GOAL VISION

Appendix 4. Students' Verbal-Linguistic Intelligence Questionnaire Scores

ANGKET KECERDASAN LINGUISTIK

PETUNJUK PENGISIAN:

- Bacalah setiap pernyataan dengan cermat.
- Pilihlah salah satu jawaban yang paling sesuai dengan kondisi diri Anda dengan memberi tanda (✓) pada kolom:
 - SS = Sangat Setuju
 - S = Setuju
 - TS = Tidak Setuju
 - STS = Sangat Tidak Setuju
- Jawaban Anda tidak ada yang benar atau salah, jadi isilah secara jujur sesuai keadaan diri Anda.

IDENTITAS RESPONDEN

Nama: Adelin
 Kelas: Aggris Inggris 2
 Jenis Kelamin: L / P
 Tanggal Pengisian: Rabu, 02 Juli 2025

No.	Pernyataan	SS	S	TS	STS
1	Saya percaya diri saat berbicara di depan umum.	✓			
2	Saya mampu membujuk teman saya untuk setuju dengan pendapat saya.			✓	
3	Saya dapat menyampaikan pendapat dengan bahasa yang meyakinkan.	✓			
4	Saya merasa gugup dan tidak tahu harus berkata apa saat berbicara di depan umum.			✓	
5	Saya sering kesulitan memilih kata-kata yang tepat dalam diskusi.		✓		
6	Saya senang menyampaikan ide dalam presentasi kelas.	✓			
7	Saya sering menggunakan gaya bahasa menarik saat menjelaskan sesuatu.	✓			
8	Saya tidak bisa mempertahankan pendapat saya dalam diskusi kelompok.	✓			
9	Saya mudah mengingat pelajaran jika saya menyebutkannya berulang kali dengan suara keras.	✓			

Appendix 5. Documentation


Pembagian kuesioner di kelas TBIG 2 2024



Pembagian writing test di kelas TBIG 2 2024



Appendix 6. Surat Pengajuan Judul


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id
PENGAJUAN JUDUL SKRIPSI

Nama	: DEWI LESTARI	NIM	: 211160034
TTL	: PALU, 21-08-2002	Jenis Kelamin	: Perempuan
Program Studi	: TB1	Semester	: 6
Alamat	: Jl. Teluk Palu	HP	: 085339780032
Judul			

☒ Judul I
The Correlation between Linguistic Intelligence and Students' Writing ability of the tenth grade students at MA AL Khairat Palu

☐ Judul II
An Analysis of Teacher's Strategies in Teaching Critical Reading Comprehension of TB1 students Batch 2022 At UIN DATOKARAMA PALU

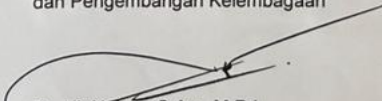
☐ Judul III
The Correlation Between Students Vocabulary Mastery And Reading Comprehension in the eight grade of SMP Negeri 1 Palu

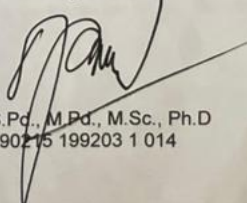
Sigi, 02 / Mei / 2024
Mahasiswa,

Nama... DEWI LESTARI
NIM... 211160034

Telah disetujui penyusunan skripsi dengan catatan:


Pembimbing I : Dzakiah, M.Pd
Pembimbing II : Zulfekri, M.A.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan


Dr. Hj. Naima, S.Ag., M.Pd.
NIP. 19751021 200604 2 001

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 014

Appendix 7. Surat Undangan Seminar Proposal

 DATOKARAMA	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU الجامعة الإسلامية الحكومية داتوكاراما فالو STATE ISLAMIC UNIVERSITY DATOKARAMA PALU FAKULTAS TARBIYAH DAN ILMU KEGURUAN Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165 Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id
--	--

Nomor	: 1503/Un.24/F.I.B/PP.00.9/05/2025	Palu, 15 Mei 2025
Sifat	: Penting	
Lamp	: *	
Hal	: Undangan Menghadiri Seminar Proposal Skripsi	

Kepada Yth.

1. Dzakiah, M.Pd.	(Pembimbing I)
2. Zulfikri, S.S., M.A.	(Pembimbing II)
3. Fatima, M.Pd.	(Penguji)
4. Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Uin Datokarama Palu	

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

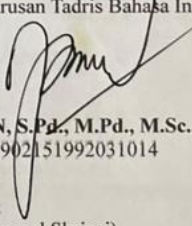
Nama	: Dewi Lestari
NIM	: 211160034
Jurusan	: Tadris Bahasa Inggris
Judul Skripsi	: The correlation between verbal linguistic intelligence and writing ability of the tenth grade students at Ma Alkhairaat Pusat Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal	: Kamis, 15 Mei 2025
Waktu	: 09.00 - 10.30
Tempat	: Ruang Ujian Proposal Gedung Rektorat

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan Tadris Bahasa Inggris



RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 8. Surat SK Seminar Proposal

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 616 TAHUN 2025

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

- KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :

1. Penguji : Fatima, M.Pd.
2. Pembimbing I : Dzakiah, M.Pd.
3. Pembimbing II : Zulfikri, S.S., M.A.

untuk menguji Proposal Skripsi Mahasiswa

Nama : Dewi Lestari

NIM : 211160034

Jurusan : Tadris Bahasa Inggris

Judul Proposal : The correlation between verbal linguistic intelligence and writing ability of the tenth grade students at Ma Alkhairaat Pusat Palu


- KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;

- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2025

- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya


- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 14 Mei 2025
Dekan,


Prof. Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 19731231 200501 1 070

Appendix 9. Surat Izin Penelitian

Appendix 10. Surat Undangan Ujian Skripsi

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-4507198 Fax. 0451-4507195
Website : www.undatokarama.ac.id email : humas@undatokarama.ac.id

Nomor : 2172 /Un. 24/F./PP.00 9/08/2025 Sigi, 12 Agustus 2025
Sifat : Penting
Lampiran :
Perihal : Undangan Menghadiri Ujian Skripsi.

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Ana Kuliahana, S.Pd., M.Pd.
3. Fatima, M.Pd.
4. Dzakiah, M.Pd.
5. Zulfikri, M.A

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Dewi Lestari
NIM : 211160034
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The correlation between verbal linguistic intelligence and writing ability of the EFL Students UIN Datokarama Palu

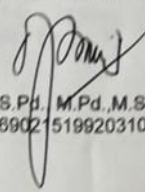
dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Kamis, 14 Agustus 2025
Jam : 08.30 s/d Selesai
Ruang Sidang : Ruang Sidang C
Tempat : Gedung FTIK Lt. 3 Kampus II

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris


(Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196902151982031014

Catatan Bagi Peserta Ujian Skripsi :
1. Berpakaian Hitam Putih , Almamater dan Kopiah (Pria).
2. Berpakaian Hitam Putih , Almamater (Wanita).

CS Dipindai dengan CamScanner

Appendix 11. Surat SK Seminar Proposal

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR: 923 TAHUN 2025
TENTANG
PENETAPAN DEWAN PENGUJI TUGAS AKHIR
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
TAHUN AKADEMIK 2024/2025

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

Memperhatikan	surat permohonan saudara: Dewi Lestari , NIM 211160034 mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu, tentang Ujian Tugas Akhir pada Program Strata Satu (S1) dengan Judul Tugas Akhir : The correlation between verbal linguistic intelligence and writing ability of the EFL Students UIN Datokarama Palu
Menimbang	: a. bahwa untuk kelancaran pelaksanaan Ujian Tugas Akhir tersebut, dipandang perlu untuk menetapkan Dewan Penguji Tugas Akhir mahasiswa yang bersangkutan; b. bahwa mereka yang namanya tercantum dalam lampiran keputusan ini dipandang memenuhi syarat untuk ditetapkan sebagai Dewan Penguji Tugas Akhir pada Ujian Tugas Akhir yang dimaksud;
Mengingat	: 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 3. Peraturan Pemerintah Nomor 4 Tahun 2022 tentang Perubahan atas Peraturan Pemerintah Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan; 4. Peraturan Presiden Nomor 61 Tahun 2021 tentang Universitas Islam Negeri Datokarama Palu; 5. Peraturan Menteri Agama Nomor 10 Tahun 2024 tentang Perubahan atas Peraturan Menteri Agama Nomor 30 Tahun 2021 tentang Organisasi dan Tata Kerja Universitas Islam Negeri Datokarama Palu; 6. Peraturan Menteri Agama Republik Indonesia Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu; 7. Keputusan Menteri Agama Republik Indonesia Nomor 529/Un.24/KP.07.6/11/2023 tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu masa Jabatan 2023-2027.
MEMUTUSKAN	
Menetapkan	: KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN DEWAN PENGUJI TUGAS AKHIR FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TAHUN AKADEMIK 2024/2025 GENAP
Pertama	: Penguji Ujian Tugas Akhir pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu, dengan susunan personalia dan jabatan masing-masing sebagaimana tersebut dalam daftar lampiran Keputusan ini.
Kedua	: Dewan Penguji tersebut bertugas : 1. Meneliti segala persyaratan calon yang akan diuji sesuai ketentuan yang berlaku. 2. Melaporkan hasil pelaksanaan Ujian Tugas Akhir kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Ketiga	: Segala biaya yang timbul sebagai akibat dikeluarkannya Keputusan ini, dibebankan pada anggaran DIPA Universitas Islam Negeri Datokarama Palu Tahun Anggaran 2025.

CS Dipindai dengan CamScanner

CURRICULUM VITAE



Research Identify

Name : Dewi Lestari
NIM : 21.1.16.0034
Date of Birth : Paleleh, 27 Agustus 2002
Gender : Female
Department : English Tadris Study Program
Faculty : Faculty of Tarbiyah and Teacher Training
Email : ewilestarimangge@gmail.com
Address : BTN Teluk Palu Blok E1
Father's Name : Ramli
Mother's Name : Ratna
Educational

1. SDN 11 Paleleh
2. SMP Negeri 1 Paleleh
3. SMA Negeri 1 Paleleh

Palu, 02 February 2025
Researcher,

Dewi Lestari
NIM. 21.1.16.0034

