

**THE ANALYSIS OF STUDENTS LINGUISTIC INTELLIGENCE
AND ITS EFFECT ON THEIR SPEAKING SKILL: A STUDY
AT SMA NEGERI 21 MAKASSAR**



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POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

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THESIS

As one of the requirements for achieving Master degree

English Language Studies Program

Written and submitted by

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To

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Fadilah Ekayanti Nurdin

ABSTRACT

FADILAH EKAYANTI NURDIN. *The Analysis of Students' Linguistic Intelligence and Its Effect on Their Speaking Skill: A Study at SMA Negeri 21 Makassar* (supervised by Noer Jihad Saleh and Nasmilah).

This research aims to (1) reveal the profile of the students' linguistic intelligence and (2) analyze the effect of linguistic intelligence on students' speaking skills. This research employed a qualitative research design, with the use of qualitative methods explored the relation between the students' linguistic intelligence to their skills or abilities in speaking. This study involved the students of class XI grade SMA Negeri 21 Makassar, consisted 50 students, in which the research participants were divided into two classes, XI.4 and XI.5, with 25 students per class. In the process of collecting the data, several instruments were utilized such as observation, students english speak intelligence assesment that contained students' responses to linguistic intelligence, and interviews. This research analyzed the data through three phases, including data reduction, data display, and verification, in order to investigate the impact of students speaking skills as measured by their intelligence in linguistics, which were then classified into four categories such as low, average, good, and excellent. The result of this study revealed that the majority of students in both classes XI.4 and XI.5 mostly came into the good category regarding their linguistic intelligence, with 10 and 11 students respectively. These findings indicated that a significant number of the students were dominating in the aspect of could speak the target language with correct intonation and pronunciation but still required corrections and guidance since the students were not too fluent in performing speech. Moreover, two students in grade XI.5 showed a high standard of fluency, vocabulary, and a good understanding of grammar and idioms, placing them in the "excellent" category. Both of these students demonstrated their linguistic intelligence can adapt well to various communication situations, and be aware of relevant communication norms and ethics. The findings of this study concluded that the students' linguistic intelligence effects their development of language capabilities, particularly in speaking skills.

Keywords: linguistic intelligence, effect, students' profile, speaking skill



ABSTRAK

FADILAH EKAYANTI NURDIN. *Analisis Kecerdasan Linguistik Siswa dan Pengaruhnya terhadap Keterampilan Berbicara: Sebuah Studi di SMA Negeri 21 Makassar* (dibimbing oleh Noer Jihad Saleh dan Nasmilah).

Penelitian ini bertujuan untuk (1) mengetahui profil kecerdasan linguistik siswa dan (2) menganalisis pengaruh kecerdasan linguistik terhadap kemampuan berbicara siswa. Penelitian ini menggunakan desain penelitian kualitatif, dengan menggunakan metode kualitatif yang mengeksplorasi hubungan antara kecerdasan linguistik siswa dengan keterampilan atau kemampuan mereka dalam berbicara. Penelitian ini melibatkan siswa kelas XI SMA Negeri 21 Makassar yang berjumlah 50 orang, dimana partisipan penelitian terbagi dalam dua kelas yaitu kelas XI.4 dan XI.5 dengan jumlah siswa per kelas sebanyak 25 orang. Dalam proses pengumpulan data, digunakan beberapa instrumen seperti observasi, tes kecerdasan berbahasa Inggris siswa yang berisi respon siswa terhadap kecerdasan linguistik, dan wawancara. Penelitian ini menganalisis data melalui tiga tahap, yaitu reduksi data, display data, dan verifikasi, untuk menyelidiki dampak dari kemampuan berbicara siswa yang diukur dengan kecerdasan linguistik, yang kemudian diklasifikasikan ke dalam empat kategori, yaitu rendah, sedang, baik, dan sangat baik. Hasil dari penelitian ini menunjukkan bahwa sebagian besar siswa di kelas XI.4 dan XI.5 sebagian besar masuk ke dalam kategori baik dalam hal kecerdasan linguistik mereka, dengan jumlah masing-masing 10 dan 11 siswa. Temuan ini menunjukkan bahwa sejumlah besar siswa mendominasi dalam aspek dapat berbicara bahasa target dengan intonasi dan pengucapan yang benar tetapi masih membutuhkan koreksi dan bimbingan karena siswa tidak terlalu lancar dalam melakukan pidato. Selain itu, dua siswa di kelas XI.5 menunjukkan standar kefasihan yang tinggi, kosakata, dan pemahaman yang baik tentang tata bahasa dan idiom, menempatkan mereka dalam kategori "sangat baik". Kedua siswa ini menunjukkan kecerdasan linguistik mereka dapat beradaptasi dengan baik dalam berbagai situasi komunikasi, dan menyadari norma dan etika komunikasi yang relevan. Temuan dari penelitian ini menyimpulkan bahwa kecerdasan linguistik siswa mempengaruhi perkembangan kemampuan berbahasa mereka, terutama dalam keterampilan berbicara.

Kata kunci: kecerdasan linguistik, pengaruh, profil siswa, keterampilan berbicara



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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The widespread use of English in social and educational contexts has enhanced English's reputation as a foreign language in Indonesia. One of the foreign languages is the English language. It becomes crucial in the area of education. Since many language lessons in our nation include the English language, Littlewood (2009) lists a number of purposes for learning a foreign language, including language study and cross-cultural dialogue. He added language as a means of communication and was the most complicated tool created by man in which each language has a unique structural system. Thus, language is closely related to psycholinguistics which is a combination of the two sciences of psychology and linguistics.

In this case, psychological and linguistic study can teach us about the nature and structure of the language itself, as Natsir (2017) classified, psychological research can teach us about how students learn languages. Marat (1983) defined psycholinguistics as the study of language usage and language learning in humans, with a focus on the study of language systems that exist in humans and can explain how people may understand and express other people's thoughts in a way of expressing one's own ideas with words, whether orally or in writing.

In this regard, to solve issues or produce things that are valuable to a community, Gardner (2000) describes intelligence as the biopsychological capacity for analyzing information that can be generated in a cultural context and over the years, intelligence has changed and evolved. According to Gardner (2011) in Erlina, D., et al. (2019), intelligence is commonly regarded as a singular characteristic of the human ability to

think critically. For this reason, it could be considered that intelligence can be accessed through a standardized tool called the IQ (Intelligence Quotient) test, which entails verbal and logical-mathematical examinations, although, in other ways, numerous limitations exist associated with the standard understanding the conceptual of intelligence.

Moreover, Howard Gardner (2011) stated the hypothesis of multiple intelligences conceives individuals do not possess all of their potential intelligence at birth. This hypothesis questioned the conventional wisdom that there is just one type of intelligence, namely multiple intelligence, which exclusively emphasizes cognitive skills. Gardner (2011) introduced the concept of multiple intelligences for the first time in 1983, and he widened this concept of intelligence into eight forms such as linguistic, logical/mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist. He added that the most highly valued modalities in education and society are linguistic and logical-mathematical, with linguistic intelligence being the component with the highest significance. In regard with this, the researcher conducted this study with a focus on linguistic intelligence in order to analyze the students' capability in linguistics through their speaking skill. Linguistic intelligence, as defined by Baum et al. (2005), refers to a person's capacity to effectively use language as a means of expression and comprehension in interacting with others. In short, linguistic intelligence means the knowledge of understanding the structure of the language, words, rhythm, and the ability to write.

Based on the preliminary observation at SMA Negeri 21 Makassar, the researcher found out there are still many students who struggle to speak clearly. Some issues existed that made the students hardly in their speaking performance in which they were lack of vocabulary, lots of hesitation, startled and poor in having their pronunciation. Due to this concern, some activities were used by the teacher to overcome the

students' difficulties during the learning process, particularly in speaking such as organizing debates, speech, storytelling in front of the class, guessing games, spelling words, and discussions. These activities are considered to build the further classroom interaction of teachers and students much more easier regarding the introduction of linguistic intelligence and the effect of its use in speaking during the learning process. As indicated earlier, speaking in this context is a part of linguistic intelligence which is very important for students to communicate, but this is hampered due to issues that exist in the school, therefore the issue related to Gardner's (2010) theory about linguistic intelligence in which the ability to use and process words effectively, both orally and writing.

Finally, in relation to the statement above, the researcher aimed to conduct research about the importance of learning to recognize students' linguistic intelligence during the learning process to see themselves as a learner, with a focus on the students' speaking activity. In conclusion, the researcher clearly formulates a research topic entitled "The Analysis of Students' Linguistic Intelligence and Its Effect on Their Speaking Skill: A Study at SMA Negeri 21 Makassar".

1.2 Research Question

Based on the background above, some research questions involved in this research are:

1. What is the profile of the students linguistic intelligence on speaking skill at SMA Negeri 21 Makassar grade XI?
2. How does linguistic intelligence affect students' speaking skills?

1.3 Research Objectives

From the research questions specified above, this research is formulated to fulfill two objectives, as follows:

1. To reveal the profile of the students linguistic intelligence on speaking skill at SMA Negeri 21 Makassar grade XI.
2. To analyze linguistic intelligence affect students speaking skills.

1.4 Significance of The Research

The researcher classified the significance of research into theoretical and practically. Theoretically, the research gave information about The Analysis of Students Linguistic Intelligence and Its Effect on Their Speaking Skill: A Study at SMA Negeri 21 Makassar. Practically divided into three, which were for students, students can see their level of linguistic intelligence. For teachers, they would be able to learn information about how linguistic intelligence about speaking skill is related. Moreover, for the next researchers, they could use this research as a reference to develop the research deeper. In addition, based on this research result, this research would be expected to make the learning process include the English learning process in class can use various learning media to improve linguistic intelligence. The findings of this research were supposed to help teachers, especially those who teach English, more effectively convey material during the learning process by identifying and categorizing the level of students' linguistic intelligence. The researcher was aware of this and made an effort provide an overview of linguistic intelligence, which in this case concentrated on speaking abilities and was thought to help students perceive the possibilities of their linguistic intelligence when learning to observe their progress..

1.5 Scope of The Research

The scope of this research focused on linguistic intelligence in terms of English speaking skills that occurred in SMA Negeri 21 Makassar of XI grade students. In this case, the researcher examined the students' linguistic intelligence in accordance with Gardner's theory since it involves mastery of language, which allows one to come up with their words and

use the language properly. In order to obtain a more detailed result in the study, the researcher employed observation, students english speak intelligence assesment regarding student responses to linguistics intelligence, and interviews. Thus, the highlight of this research was primarily on discovering students' knowledge about the target language and their ability to use it in spoken communication.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

To begin this literature review, the researcher placed previous study to accomplish the explanation about the references of this study. Even though the numbers of linguistic intelligence study were still low. However, in some cases of the study of linguistic intelligence had been done by some researchers in aims to fulfill the needs of English language insight.

The first study, the study has been done by Handayani, R.et al. (2021) *The Influence of Verbal-Linguistic Intelligence on Students Learning Outcomes in English at SMA Negeri 1 Sidrap*. Handayani's researcher aims to determine verbal linguistic intelligence, to determine the results learning English especially on students' speaking, and to find out the effect of verbal linguistic intelligence on learning outcomes in English students of class X IPA 1 of SMAN 1 Sidrap. Based on the results of analysis, verbal linguistic intelligence obtained an average value of 84.94, the lowest value obtained 0, and the highest value 107 and are at a percentage of 56.25% are in the average category.

The second study has been done by Sumarta (2016) *The Influence of Linguistic Intelligence and Interpersonal Communication Competence toward Students' English Speaking Skill*. This study identified the effect of interpersonal communication competence on students' English speaking skill. The result of the study showed that there is a significant effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill. It means that the higher the student's linguistic intelligence and the student's interpersonal communication competence, the higher the student's speaking skill will be. This indicates that the linguistic intelligence and interpersonal

communication competence are two critical variables to be considered to increase student's English speaking skill.

The last study has been done by Fauziah (2015) *The Use of Multiple Intelligences Model to Improve Students' Speaking Skills in Discussion Texts*. This study identified the implementation of multiple intelligences model in improving students' speaking skills in discussion texts. It showed that the implementation of multiple intelligences model could improve students' speaking skills in discussion texts. It can be seen that implementation of multiple 54 intelligences model to improve students' speaking skills in discussion texts is more interesting to the students. Using multiple intelligences model to improve students' speaking skills in discussion texts can make student to express their ideas and opinion about the material. It can make passive students to be active students in their speaking skills of discussion texts. Besides students' participant in teaching learning process was increase, multiple intelligences model also improves their speaking skills in discussion texts.

The Similarity of this research with all the studies mentioned previously is used linguistic intelligences as the main discussion in research. Furthermore, this research is different in some ways. This research use qualitative research method unlike the first previous study that used quantitative research methode. In addition, all the previous studies only use one class as the sample of the research. Meanwhile, this research took two classes as the sample of the research. Although the second and third previous studies talk about speaking skills of students none of them analyzed the effect of linguistic intelligence on speaking skill. Therefore, the previous researcher have never studied the effect of linguistic intelligence on their speaking skill at SMA Negeri 21 Makassar grade XI.

2.2 Some Partinents Ideas

2.2.1 Linguistic Intelligence

1. The Theory of Linguistic Intelligence

Linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people. Poets really specialize in linguistic intelligence, but any kind of writer, orator, speaker, lawyer, or a person for whom language is an important stock in trade highlights linguistic intelligence. According to Gardners' (1999) linguistic intelligence is the extent to which an individual can use written and verbal language to achieve goals. He said again Linguistic intelligence is the capacity to use language, native language, and perhaps other languages, to express what is on users' minds and understand other people. Based on the statements above, Linguistic intelligence is based on complex ability. Students can practice in verbal to communicate language skill. Students can develop their language skills and components in applying Liguistic intelligence. Linguistic intelligence is a part of Howard Gardner's (1983) multiple intelligence theory that deals with an individual's ability to understand both spoken and written language and their ability to speak and write themselves.

These two theories contend that each person's level of intelligence has a crucial psychological role. According to Gardner (1999), intelligence is much more than IQ because, in the absence of output, intelligence is different to having a high IQ. His theory states that intelligence is a biopsychological ability for information processing that may be used to solve issues or create things that are valuable to a culture.. According to Detterman (2006), general mental ability is the capacity to provide a rationale, solve a problem, think abstractly, absorb

and comprehend new material, and gain knowledge from prior experience.

Howard Gardner (1983) included linguistic intelligence in his multiple intelligence hypothesis as a result of his examination of human cognition via a number of distinct disciplinary lenses, including psychology focuses on human behavior, neurology focuses on the brain and nervous system, biology focuses on living things and their lives, sociology focuses on social structures and social processes, and anthropology focuses on human life in terms of culture.

One of the numerous bits of intelligence is linguistic intelligence. Linguistic intelligence, according to Gardner (2006), is a language's sensitivity to its phonological properties. Linguistic intelligence, according to Tek and Peng (2006), is the ability to utilize language (words), one's own language, and possibly other language, effectively, either orally or in writing, to convey one's thoughts and understand others. There are various qualities or skills that must be possessed in linguistic intelligence. These skills relate to the ability to utilize language both orally and in writing.

Speaking, artistic or journalistic talent, sensitivity to the sounds, rhythms, and meanings of words, as well as comprehension of various language functions are all examples of verbal-linguistic intelligence, according to Weber (2005, p. 4). Finally, it may be deduced from the theories presented above that linguistic intelligence refers to the capacity or aspect of using a language in written form, including its letter, word structure, vocabulary, grammar, and reading comprehension.

L. L. Thurstone (1938) first proposed the theory of linguistic intelligence in response to his rejection of the idea of general intelligence. He proposed the multiple-factor hypothesis, which claimed

that verbal understanding, number ability, word fluency, spatial imagery, associative memory, reasoning, and perceptual quickness are the seven main components of intelligence. Thurstone contended that a person could be highly skilled in one area of intelligence (like verbal understanding) while being significantly less experienced in another (such as perceptual speed). One considers that is related to linguistic intelligence that must learn by students, this is related to language skills, namely listening, speaking, reading, and writing (Armstrong, 2002). The opinion above also explicitly states that Psycholinguistics also studies the acquisition of language by humans so that humans can speak. Furthermore, being able to communicate with other humans, including the stages that a child goes through when a child learns a language, as stated (Tarigan, 1985), Psycholinguistics is a science that studies children's language development. All languages acquired are essentially needed to communicate.

Dewi et al. (2018) state that students with linguistic intelligence will have significant potential for language learning in four areas, including speaking, listening, reading, and writing so that students' potential in linguistics will indirectly develop. This is in line with Umareani's (2014) opinion, which holds that linguistic intelligence emphasizes four language skills, namely listening, speaking, reading, and writing, so that students will have strong potential to grow it by developing their linguistic intelligence. Students with higher levels of linguistic intelligence have greater levels of competency in their knowledge of Indonesian. Dewi et al. (2018) further emphasized the connection between students' linguistic intelligence and language progress during language learning.

2. Relationship of Psycholinguistic and Linguistic Intelligence

According to Tarigan (1986) in Rahmat (2018), the terms psychology and linguistics combine to form the field of study known as psycholinguistics. These two scientific disciplines each have their own procedures and methodologies, but they both use language as their formal object. While psychology investigates language behavior or processes, linguistics investigates the structure of language. Accordingly, psycholinguistics entails attempting to explain the psychological processes that occur when a person speaks the sentences they hear when communicating, as well as how humans learn to speak in linguistically appropriated ways and in ways that can psychologically explain the nature of language and the acquisition of language skills.

Because both disciplines look at material as its formal object, psychology and linguistics are related. It's only that the subject matter is different; linguistics looks at the structure of language, whereas psychology looks at language behavior or processes. The study of behavior and psychology is known as psycholinguistics. A theory that combines linguistics and psychology is known as psycholinguistics. Although the theories are fundamentally dissimilar, they are connected by their examination of language as a formal object. In the meantime, language-related tasks are both mechanical and mentalist (Rahmat, 2018).

3. The Criteria of Linguistic Intelligent People

From those descriptions, it can be inferred that linguistic intelligence encompasses not only the capacity for spoken language use (hearing and speaking) but also the capacity for spoken and written language use (reading and writing). Gardner's research on aphasics, which indicates that injury to particular parts of the brain affected speech and writing abilities, supports this viewpoint. Additionally, it is supported by the fact that deaf individuals who do not have language-related brain

impairment can nevertheless learn a language through writing and sign language.

Therefore, linguistic intelligence can be seen in persons who can write elegantly as well as communicate rhetorically (in situations like debate and public speaking) (such as writing poems, journals, and novels) it is evident from the discussion above that linguistically clever people meet a few unique qualities, including (1) Their ability to express their opinions in a clear, elegant, and sophisticated manner. (2) They take pleasure in language learning, writing, and reading. (3) They are able to use a language creatively and appreciate its beauty. (4) They enjoy the sounds of words and their rhythms. (5) They are really interested in learning how to pronounce words correctly and discovering the underlying melody in words. (6) They have good spelling skills and are perceptive to linguistic nuances. (7) They are typically observed to be systematic and organized with a good capacity for reasoning. (8) They frequently exhibit good recall and do well in word games. Those with verbal/linguistic intelligence acquire other languages relatively easily because they have a strong verbal memory and recall as well as the capacity to understand and manipulate grammar and structure. They are also frequently competent at explaining, teaching, oration or persuasive speaking.

We may easily identify the following occupations as those of linguistically clever people based on the qualities listed above: writers, poets, journalists, scriptwriters, speechwriters, novelists, lawyers, politicians, and teachers.

4. The Characteristic Student's Linguistic Intelligence

According to McKenzie (2014) in Solehah (2017), the traits of the students' verbal/ linguistic intelligence are as follows: a. understand jokes, puns, and riddles; b. spell with ease; c. like word games; d. employ descriptive language; e., are strong storytellers; f. internalize

new material through lecture and discussion; and h. easily demonstrate understanding through discussion and essays.

Support this intelligence in the classroom by allowing students to: a. explore new vocabulary; b. learn words and expressions from other languages; c. encourage opportunities for public speaking; d. incorporate drama into learning; e. keep daily journals; f. promote opportunities for creative writing; g. foster oral storytelling; h. include opportunities for expository and narrative writing; and i. use high-quality children's and young adult literature in the classroom. According to Armstrong (2009), learning capacities of students' verbal language intelligence: Understanding word order and meaning; persuasion; explaining, teaching, and learning; humor; memory and recall; and "meta-linguistic" analysis, or the capacity to comprehend another person's message as much by their manner of expression as by what they actually say.

One of the nine intelligences humans possess is linguistic intelligence, which Howard Gardner first identified as the capacity to use words effectively orally and in writing. Linguistic intelligence is the capacity to organize ideas coherently and to use this capacity skillfully to communicate ideas in speaking, reading, listening, and writing (Lwin, 2008).

Linguistic intelligence is the capacity for understanding and utilizing language in individuals. The level of linguistic intelligence varies from person to person. For instance, despite being twins, members of one family exhibit differing levels of linguistic intelligence. The use of language is a skill that some people have mastered while others have not. When a person can orate clearly and forcefully, their level of linguistic ability is excellent.

Linguistic intelligence is the capacity to communicate effectively in both spoken and written form. Memorizing words in the form of knowledge, influencing and convincing others, reading books, acquiring a new language, or copying a new dialect are all easy for those who are classified as linguistic intelligent. The end state suitable for this intelligence is becoming interpreters, teachers, editors, linguists, etc. The activities for increasing linguistic intelligence are:

- a. Visit the library every day
- b. Read the book and newspaper for some of moments
- c. Read and talk about anecdote
- d. Write a diary
- e. Doing words game
- f. Remember song and story
- g. Discussing and debating.

There are several reasons why linguistic intelligence needs to be possessed by every student. According to May Lwin (2009), the importance of developing linguistic intelligence is caused by the following things:

- a) Linguistic intelligence can improve reading ability
- b) Linguistic intelligence can improve writing ability
- c) Linguistic intelligence can build personality and general linguistic skills
- d) Linguistic intelligence can improve listening skills.

According to Armstrong (2002), aspects linguistic intelligence is related to language skills. Inside parts of linguistic intelligence is divided into four, namely: reading skill, writing skill, speaking skill and listening skill. According to Nurhadi 2005 (in Laily, 2014). Reading is a complex process and complicated. According to Yeti Mulyati, et al 2008 (in Sulistyaningsih, 2010), Writing is something process of thinking and

expressing those thoughts in the form of discourse (writing). Listen is a process that has been planned for organize what is heard and place voice messages that are heard then captured into meaning or acceptable information (Abbas, 2006). The definition of speaking is also put forward by Brown and Yule in Puji Santosa, et al in Riadi (Ningsih, 2017) Talking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings verbally.

Prawira (2012) claims that the goal of linguistic intelligence development is to produce students or children who are intelligent, capable of good oral and written communication, language skills to persuade others, the ability to remember and memorize information, the ability to give explanations, and the ability to discuss the language itself. High language proficiency is typically demonstrated by the individual's enjoyment of language-related activities, such as reading, writing essays, writing poetry, compiling pearls of wisdom, and so forth.

A person's character is also impacted by their IQ. When someone speaks in public is decided by this intellect. Teachers can give each student a chance to sing or read a story in front of the class, participate in singing competitions, read stories or poems, or read stories.

5. The Learning Strategies for Linguistic Intelligence

According to Armstrong (2002), there are a few linguistic intelligence teaching techniques that can be used to enhance students' learning: Discussing ideas and viewpoints. Narrating or narrating a narrative. Asking students to read. Conducting a question-and-answer session. Participating in word games. Write-ups from students. Presentation. Debate or discussion. The Linguistic Intelligence of Students: Influencing Factors.

According to Mariana (2017), there are two aspects that have an impact on how well students learn languages:

1. Internal Factors

All of the student's potential, both physical and non-physical, falls under the category of internal factors.

2. External Elements

It is an external factor that affects a person's environment, behaviors, and educational attainment. Even though each student's degree of ability varies, those two factors have a significant impact on their capacity to use language intelligently. Internal elements and external factors, which are other factors that have an effect on students' linguistic intelligence

A person's abilities, psychological well-being, learning preferences, and hobbies are examples of internal effects. While this happens, external forces originate from outside the students, specifically the impact of their immediate surroundings.

6. The Types of Linguistic Intelligence

Students' linguistic intelligences are able to use words well, for example when writing, telling stories, memorizing information, and like to read. Linguistic intelligence is divided into several parts according to the existing skills in English. Which are:

a. Speaking

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they don't match our opinion, as well as the ability to ask and answer these questions.

b. Reading

Reading is a person's ability to read and understand a reading context so that they can conclude the content of the reading context.

c. Writing

Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader.

d. Listening

Listening is our ability to understand what other people convey very well. Not only that but also the information we get through other media.

Speaking, enjoying literary arts like speech, and acting in plays are all examples of linguistic intelligence that are crucial for effective communication. Other traits include an easy-to-learn conversational language, a preference for speaking in front of crowds, and a tendency to repeat information. Meanwhile, Mariani (2017) identified the following traits as being present in students that exhibit linguistic intelligence:

1. Enjoys telling stories. They enjoy sharing stories with others and are always happy to do so, both verbally and in writing.
2. Enjoy reading. Some students dislike reading books, however this is not the case for those with higher levels of linguistic ability.
3. Has a strong writing ability. It is evident that linguistically intelligent kids will enjoy writing, and their writing produces high results.
4. Excellent writing. The text is not just well-written; it also has a purpose.
5. Consistently use a word or group of words that are challenging to pronounce. His propensity to use words or phrases that other individuals his age would find challenging to pronounce.
6. Has strong verbal communication skills. Compared to kids who lack language intelligence, they are better at communicating their intents and desires to others.
7. Enjoy word puzzles. Students that are linguistically intelligent enjoy playing word games like guessing words, looking for missing letters, and other similar activities.

2.2.2 The Concept of Multiple Intelligences

1. Definition of Multiple Intelligences

Multiple intelligences, according to Gardner (2003), are intelligence as the capacity to solve issues and produce worthwhile goods in one or more environments, cultures, and societies. Writing, typing, athletics, and other physical tasks that need nerves and muscles, or neuromuscular activities, are examples of skills. Despite being mostly motoric, this skill demands extreme awareness and exact movement coordination.

A many intelligences perspective holds that humans are highly intelligent. The definition of intelligences as a trait with a biological nature, a psychological component, and the capacity to solve problems under specific circumstances (Gardner, 1999). To maximize students' abilities, this intelligence must be made more accessible. The capacity of a person to comprehend the real world, reason critically, and use all available means to overcome obstacles is known as intelligence. Someone who has the capacity to learn and reason clearly. Additionally, every person is capable of learning how to solve difficulties as they arise. (Wechsler 1974) The term "many intelligences" refers to "double intelligences" or "compound intelligences," which are the subject of intelligence science theories.

Howard Gardner discovered and developed this hypothesis. A professor at Harvard University's Graduate School of Education who specializes in developmental psychology and education. Gleason (1995) made the notion that intelligence is the capacity to be concerned with the syntax, semantics, phonology, and practice of language usage (pragmatics). The fourth skill set is linguistic in nature. When a person is knowledgeable in syntax, semantics, phonology, and pragmatics, it is a sign of high intelligence.

Every single person has different learning styles, which makes having many intelligences a talent or skill. According to Reza and Andriani (2009), many intelligences serve as a tool for accepting new information as a learning style in a particular course, a method of operation, and the capacity for self-innate knowledge. The intelligence of a person can be shown not only in their capacity but also in the way that they select their own learning style.

According to Gardner (2010), there are eight different types of intelligence in humans, including verbal/ linguistic, logical/mathematical, visual/spatial, musical-rhythmic, bodily/kinesthetic, and intrapersonal intelligence. Naturalistic Intelligence and Interpersonal Intelligence. To fully comprehend what linguistic intelligence entails, it is also crucial to evaluate its syntactical elements. Linguistic intelligence is really made up of the phrases "linguistic" and "intelligence." As a result, the author attempts to explain the meaning of linguistic intelligence by first defining the terms linguistic intelligence and intelligence.

Simply said, the multiple intelligences theory was created to demonstrate the reality that people possess a wide range of intelligence, which is crucial for learning and achieving goals. Each person has the potential to include one of nine different forms of intelligence, according to Gardner (2000).

2. The Types of Multiple Intelligence

There are eight types multiple intelligence according to Gardner (2010), namely:

a. Verbal / Linguistic Intelligence

The ability to think in words and communicate through them is referred to as linguistic intelligence. This kind of intelligence enables a person to assign complicated meanings to terms and communicate these meanings. Although this human ability is employed frequently, it

is most clearly seen in the metalinguistic strategies utilized by public solid speakers, writers, journalists, and poets. The appreciation of crossword puzzles, stories, reading, and writing are early manifestations of linguistic ability.

b. Logical Mathematical Intelligence

This kind of intelligence gives a person the capacity to compute, do mathematical operations, and reflect on ideas and hypotheses. People who are "number or reasoning smart" frequently exhibit abilities in relationship and pattern recognition, sequential reasoning, and the creation and utilization of abstract ideas. Young individuals with a predominance of logical intelligence are particularly drawn to logic puzzles, experiments, strategic games, and arithmetic challenges.

c. Bodily Kinesthetic Intelligence

People with a strong sense of timing and near-perfect mind-body coordination are said to have a bodily-kinesthetic intelligence. People with this kind of intelligence typically grow up to be artisans, dancers, surgeons, athletes, and other professions requiring great mind-body union, even though many people struggle to become well-coordinated.

d. Spatial Intelligences

Spatial intelligence is the ability to think spatially, or in three dimensions. A dynamic imagination, picture manipulation, mental imaging, artistic and graphic capabilities, and spatial reasoning are among the basic abilities associated with this type of intelligence. Spatially intelligent people are very creative. People with strong spatial intelligence may become engrossed in jigsaw puzzles or mazes at a young age, or they may fill their free time with thinking or drawing. People that are "picture clever," such as architects, sculptors, painters, pilots, and sailors, excel at spatial intelligence.

e. Musical Intelligences

It takes musical intelligence to be able to distinguish between tone, rhythm, timbre, and pitch. As demonstrated by sensitive listeners, musicians, composers, vocalists, and conductors, people are capable of detecting, creating, reproducing, and contemplating music. Young individuals with musical intelligence are typically found playing instruments, singing, or engaging in any other activity that exhibits a melodic predisposition. It's also interesting to note that studies have linked music and emotions, as well as music and mathematics.

f. Interpersonal Intelligence

Interpersonally intelligent people are able to comprehend and communicate effectively. A person with interpersonal intelligence is able to discriminate between individuals, communicate effectively through verbal and nonverbal cues, feel other people's moods and temperaments, and take into account other points of view. This kind of intellect is typically displayed by public officials, social workers, actors, and teachers. Young adults in leadership positions can also be discovered to possess this kind of intellect.

g. Intrapersonal Intelligence

Intra-personal intelligence is exhibited by those who have the extraordinary capacity to comprehend their own ideas, feelings, and behaviors and are able to use this understanding to make plans for their lives. Intra-personal intelligence certainly include self-awareness, but it also includes a broader comprehension of the human situation. Young adults who are "self-smart" have a greater understanding of their own emotions, are driven by their own interests, and are frequently reserved. Writers, spiritual leaders, psychologists, and philosophers are some examples of people having a clear intra-personal intelligence.

h. Naturalist Intelligence

The term "naturalistic intelligence" describes how sensitive a person is to their surroundings. This is the capacity to recognize the various elements of nature, such as plants, animals, arrangements of rocks, cloud formations, and other such things. Undoubtedly, a person's existence in the past depended greatly on their naturalist intellect. There was little doubt that farming and hunting were among the pursuits that required this kind of intellect. Naturalistic intelligence is still essential in today's world in professions like chef or botanist. The way buyers judge different products also demonstrate this kind of intelligence.

2.2.3 Theories of Speaking Skill

1. The Definition of Speaking

Speaking is a type of communication, so it's critical to transmit your ideas as effectively as possible, according to Jeremy Harmer (1991). In order to communicate your meaning effectively, how you say something can be just as crucial as what you say.

Speaking is a communication technique used by individuals to share thoughts, feelings, and views with others in order to accomplish a certain objective. Speaking is the process of creating intentional verbal utterances to express ideas. Simply put, cries are what individuals say. Speaking is "an interactive process of building meaning that entails information production, receipt, and processing."

Furthermore, speaking is described by Kayfetz (1992) in Septiawan (2020) as human verbal communication that begins with the capacity to employ mechanisms that include oral language production. Speaking is primarily concerned with the oral creation of words.

From the aforementioned definitions of speaking, the author attempts to synthesize the definition of speaking as an action of verbal communication that a person engages in to communicate with others in

order to express thoughts, feelings, and opinions in order to accomplish a particular purpose.

2. The Purpose of Speaking

According to Hance (1982), "Much of the speaking you do, regardless of what you say, has some purpose. Even the most casual talk has a purpose, whether to inform the other person of something they don't know, persuade them that one singer is superior to another, or simply amuse them with a joke.

We can assume that when two people are conversing with one another, they are doing so for appropriate reasons. What motivates these things? (A) To convey a message, which is the main reason people communicate to one another to share their thoughts, feelings, and needs. (b) In the case of communication for a purpose, the speaker sounds with others for that reason in order to accomplish some objectives. Speakers make statements with the intention of causing a certain outcome. Complaining, agreeing, and requesting assistance, talking, negotiating, etc., are all acceptable forms of communication for this communicative goal. (c) Native speakers have an endless capacity to produce new sentences and new terminology. As a result, individuals will employ alternative methods of expression if they find it challenging to convey a particular idea or thinking in the manner intended. These three generalizations hold true for both individuals having private conversations and public figures addressing large crowds.

3. The Elements of Speaking

To be able to communicate, one has to possess a few key components. These elements consist of pronunciation, grammar, vocabulary, fluency, and comprehension. The five components of speaking ability identified by Harris (1974) are pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. According to Harmer (1991), pronunciation is an action or outcome of creating the sound of speech, encompassing vowel articulation, action, and inflection.

b. Grammar

Grammar is an examination of a language's structure as it appears in a corpus of spoken or written language (a performance grammar). In addition, grammar examines the structural characteristics that characterize human language (a universal language). Theoretical grammar, in this sense, extends beyond the research of languages and makes use of linguistic data to gain understanding of the fundamental characteristics of language as well as the categories and procedures require for linguistic analysis.

It is also possible to apply formalized methods from mathematics and logic as part of the analysis; this is referred to as formal grammar. Another definition of grammar is that it is a type of structural organization that may be examined separately from phonology and semantics. Typically, it was separated into the morphology and syntax domains.

According to Nordquist (2018), grammar is a set of guidelines and illustrations that deal with a language's syntax and word forms (morphology). A language wouldn't function without grammar, according to Nordquist (2018), because people couldn't communicate clearly. Any exchange must involve speakers and listeners operating within the same system in order

for them to comprehend one another. Basic axioms of grammar include the existence of verb tenses, the placement of articles and adjectives, the formulation of questions, and more.

c. Vocabulary

One of the most crucial aspects of learning a language is developing one's vocabulary. We are unable to express ourselves or communicate successfully without an adequate vocabulary. Another obstacle that prevents students from learning a foreign language is a small vocabulary. Speaking is impossible without a strong vocabulary.

This makes learning it before speaking practice relatively necessary. Because they don't practice and use their knowledge of vocabulary, students occasionally struggle to memorize it. They must therefore exercise more in order to remember them. Additionally, Harmer (1991:159) divides terminology into three categories. As follows: 1) Active vocabularies are words that are often utilized in speech. 2) Reserve vocabulary: Words we are familiar with but hardly ever use in everyday speech. They are employed in letter writing and the expansion of synonyms. 3) Passive vocabulary: Never use terms in speech or writing that you are unsure of their meaning but that you only vaguely recognize. We only recognize them because we have witnessed them before.

Additionally, Marcel (1978) in Setiadi and Firman (2018) states that someone uses vocabulary well when it is varied (there is no repetition) and suited for a particular dialogue or speech setting.

d. Fluency

A person or system that conveys information swiftly and expertly is said to have fluency. The smoothness or fluidity with which sounds, syllables, words, and sentences are connected together when speaking fast is referred to as fluency in the field of speech-language pathology.

Speaking fluency, according to Ashton (2018), is the capacity to convey your ideas without pausing. According to Brown (1980), language use that is fluent is ready and expressive. It is probably best accomplished by letting the speech to "stream" and then assuming that this speech spills over beyond comprehension to the bank of instruction or the same details of phonology, grammar, and discourse. Said that the ability to convey verbal intent without excessive hesitancy, stop, or breakdown in communication is known as fluency. It deals with how well you converse in a casual way.

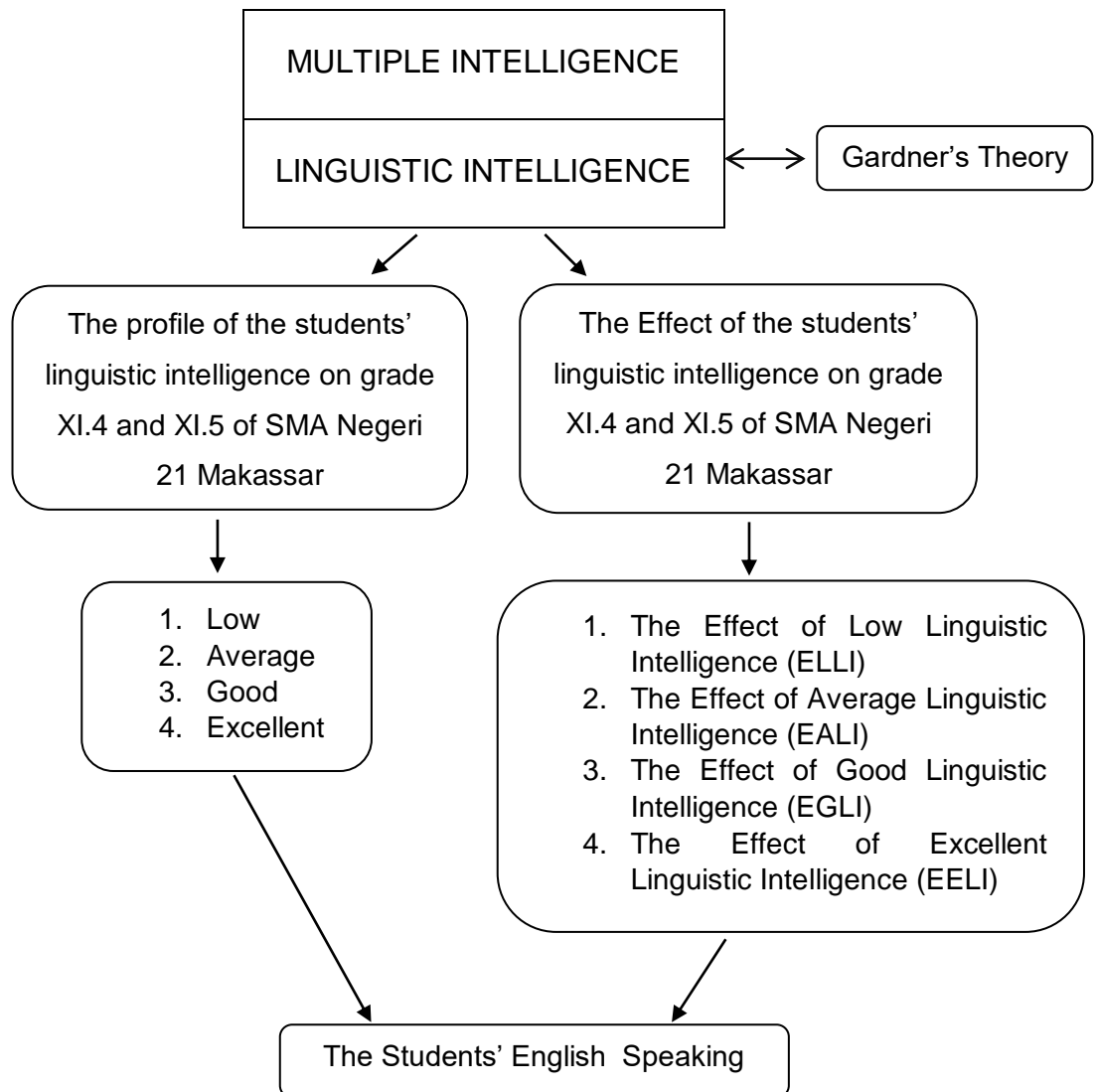
Fluency also possesses the qualities listed below in all four of the skills of hearing, speaking, reading, and writing, according to Nation. These traits include: (1) "The processing of language in real time" is a requirement for fluent language use. In other words, when students engage in meaning-focused activities quickly and easily without interfering with the conversation, they are displaying fluency. Fluency changes can be measured using observable indicators. Included in them are the speech rate, the quantity of filled pauses—such as um, ah, and er—and the quantity of empty pauses. (2) The student doesn't need to put in a lot of time or effort to speak a language fluently. (3) Fluency is a skill if we take into account the four objectives of Language, Ideas, Skill, and Text (LIST). Making the best use of what is previously understood is essential, even if it depends on the

quality of the linguistic knowledge and its evolution entails adding to and limiting knowledge.

e. Comprehension

Understanding the purpose or significance of something is a sign of comprehension (or the knowledge acquired as a result). According to Syakur (1987), spoken communication requires comprehension. It is done to prevent miscommunication between the speaker and the audience. It entails understanding the context and environment of oral communication.

2.3 Conceptual Framework



In this conceptual framework, the researcher analyzed the research entitled “the analysis of students linguistic intelligence and its effect on their speaking skill: a study at SMA Negeri 21 Makassar. So the researcher analyzed the multiple intelligence in relation to linguistic intelligence and the researcher used Gardners’ theory. So those the profile students linguistic intelligence are devided into four levels they are low, average, good and excellence. In this study is also attempts to discover the effect about the students linguistic intelligence which included into four categories: the effect of Low Linguistic Intelligence (ELLI), the effect of Average Linguistic Intelligence (EALI), the effect of Good Linguistic Intelligence (EGLI), and the effect of Excellent Linguistic Intelligence (EELI). The final result of this study can be use as the implication of the use of linguistic intelligence theory which can effect the students speaking skill especially to high school students.