

AN UNDERGRADUATE THESIS

**THE CORRELATION BETWEEN THE STUDENT'S LINGUISTIC
INTELLIGENCE AND THEIR ENGLISH SPEAKING
SKILL ACHIEVEMENT AT THIRD GRADE
STUDENTS OF IAIN METRO**

By:
HERMI MARIA
STUDENT ID : 1601070150



Tarbiyah and Teaching Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H/ 2021 M

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presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Departement

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NOTIFICATION LETTER

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Matter : In order to hold the Munaqosyah of Hermi Maria

To:
The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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The Undergraduate Thesis entitled: THE CORRELATION BETWEEN THE STUDENT'S LINGUISTIC INTELLIGENCE AND THEIR ENGLISH SPEAKING SKILL ACHIEVEMENT AT THIRD GRADE STUDENTS OF IAIN METRO written by: HERMI MARIA, Student Number 1601070150, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, May 05, 2021 at 10.00-12.00 a.m.

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**THE CORRELATION BETWEEN THE STUDENT'S LINGUISTIC
INTELLIGENCE AND THEIR ENGLISH SPEAKING
SKILL ACHIEVEMENT AT THIRD GRADE
STUDENTS OF IAIN METRO**

ABSTRACT

By: Hermi Maria

The purpose of this study is to investigate the correlation between the student's linguistic intelligence and their English speaking skill achievement at the third grade students of IAIN Metro. The research wants to discuss about the student's difficulties and factors of the student's difficulties in English speaking skill. the problems which found were explained in the background of the study.

This study was conducted based on quantitative research with the correlational as the research design of the study. The data collected through test and questionnaire. The researcher took 20 students as the sample of the research on the English Education at the third grade of IAIN Metro.

The result of the analyzed data explained that the researcher found the correlation between the student's linguistic intelligence is significant on their English speaking skill achievement. It is showed by the result of the data analysis which r_{xy} is 0.568. In standart significant table, for standart significant 5% r_t is 0.444. While, for standart significant 1% r_t is 0.561. Or can be written as $0.444 < 0,568 > 0.561$. It meant $r_{xy} > r_t$. So, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

Key word : *Linguistic Intelligence, Speaking Skill Achievement*

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ABSTRAK

Oleh:Hermi Maria

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana hubungan antara kecerdasan berbahasa mahasiswa dengan prestasi belajar ketrampilan berbicara bahasa inggris oleh mahasiswa semester tiga di IAIN Metro. peneliti ingin membahas tentang kesulitan-kesulitan dan faktor-faktor kesulitan mahasiswa dalam berbicara bahasa inggris. Masalah yang ditemukan dijelaskan pada latar belakang penelitian.

Penelitian ini dilakukan berdasarkan penelitian kuantitatif dengan menggunakan desain penelitian model hubungan. Peneliti menggunakan tes dan kuisioner sebagai alat pengumpul data. Peneliti mengambil 20 mahasiswa sebagai contoh penelitian pada mahasiswa jurusan bahasa inggris semester tiga IAIN Metro.

Hasil dari data yang dianalisis menjelaskan bahwa peneliti menemukan adanya hubungan antara kecerdasan berbahasa dengan prestasi belajar ketrampilan berbicara bahasa inggris adalah signifikan. Hal itu ditunjukkan dari hasil data analisis yang mana data korelasi r_{xy} 0.568. Pada tabel signifikan standar, pada signifikan standar 5% r_t 0.444, pada signifikan standar 1% r_t 0.561. atau dapat dituliskan $0.444 < 0.568 > 0.561$. itu berarti bahwa $r_{xy} > r_t$. Jadi hipotesis 0 (H_0) ditolak dan alternatif hipotesis (H_a) diterima.

Kata Kunci :*Kecerdasan Berbahasa, Prestasi Belajar Ketrampilan Bahasa Inggris*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research in exception of certain parts which are expected from bibliography mentioned.

Metro, May 5,2021

The researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan didalam daftar Pustaka.

Metro, 5 Mei 2021

Penulis



Hermi Maria
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا^{قُلْ}

“ Indeed, with hardship will be ease “

(QS. Al-insiroh : 6)

“Hard work beats talent if talent doesn’t work hard.”

(Tim Notke)

DEDICATION PAGE

“I highly dedicated this undergraduate thesis to:

Firstly, my beloved parents Mr. Yakobus Sutino and Mrs. Veronika Martinah

who always pray, give financial and spirtual support for me.

Secondly, my beloved sister and brother,

Sisilia Lestari, Lusia Widianti and Andreas Beni Pranando

Thirdly, my beloved support system Woro Jatmiko

and my beloved friends, Gunarsih, Ayu Puspitasari, Yulita, Melina, Silvia.

Finally, my beloved almamater IAIN Metro”

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Thanks to Allah SWT for all of His blessings, so the researcher can complete this undergraduate thesis. The undergraduate thesis finished based on His blessing and mercy. Then, sholawat always to the holy world leader, Prophet Muhammad SAW, the man who has brought us from the darkness to the lightness.

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The researcher apologizes for any errors in this undergraduate thesis. The researcher knows this undergraduate thesis is not perfect. Hopefully, this research would be beneficial for the readers.

Metro, May 5, 2021
The Writer



Hermi Maria
1601070150

TABLE OF CONTENTS

COVER	i
TITLE PAGE.....	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
ABSTRAK	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
ORISINALITAS PENELITIAN.....	ix
MOTTO	x
DEDICATION PAGE.....	xi
ACKNOWLEDGEMENTS.....	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvii
LIST OF APPENDICES.....	xviii
CHAPTER I INTRODUCTION	
A. Background of The Study	1
B. Problem Identification.....	5
C. Problem Limitation	5
D. Problem Formulation	5
E. Objective and Benefit of The Study.....	6
F. Prior Research.....	6
CHAPTER II THEORITICAL REVIEW	
A. The Concept of Speaking	9
1. Concept of Speaking.....	9
a. Definition of Speaking	9
b. The Importance of Speaking	10
c. The Functions of Speaking.....	11

d. The Aspect of Speaking.....	12
e. Problem in Speaking.....	15
2. The Concept of Speaking Skill.....	17
a. Concept of Speaking skill.....	17
b. The Measurement of Speaking Skill	18
B. Concept of Linguistic Intelligence	20
1. Definition of Linguistic	20
2. Definition of Intelligence.....	21
3. Definition of linguistic Intelligence.....	24
4. Aspect of Linguistic Intelligence.....	26
5. Characteristic of Linguistic Intelligence.....	27
C. The Correlation Between Linguistic Intelligence and Speaking Skill Achievement	28
D. Theoretical Framework	29
E. Hypotesis	31
F. Statistical Hypotesis	31

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	32
B. The Operational Definition of Variable	32
1. Independent Variable (X).....	32
2. Dependent Variable (Y)	33
C. Population, Sample and Sampling Technique	34
1. Population.....	34
2. Sample.....	34
3. Sampling Technique.....	35
D. Data Collection Technique.....	35
E. Instrument of The Research	36
F. Data Analysis Technique	37

CHAPTER IV RESEARCH RESULT AND DISCUSSION	40
A. Research Setting.....	40
B. The Result of the Research	43
C. Data Analysis	46
D. Discussion and Interpretation.....	49
CHAPTER V CONCLUSION AND SUGGESTION	51
A. Conclusion	51
B. Suggestion	51

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

Table 3	Indicators of Speaking Measurement	18
Table 4	The Interpretation Correlational of Product Moment .	39
Table 5	Score of Student's Linguistic Intelligence and Speaking Skill Achievement.....	43
Table 5.1	Data of Mean and Standart Devitiation of Student's Linguistuc Intelligence	44
Table 5.2	Data of Mean and Standart Devitiation of Student's Speaking Skill Achievement	45
Table 5.3	Test of Normality	47
Table 5.4	Calculation of Product Moment Correlation	48

LIST OF APPENDIXES

Appendix 1	Kartu Konsultasi Bimbingan Skripsi
Appendix 2	Surat Izin Pra Survey
Appendix 3	Surat Balasan Pra Survey
Appendix 4	Surat Bimbingan Skripsi
Appendix 5	Surat Izin Research
Appendix 6	Surat Balasan Research
Appendix 7	Surat Tugas
Appendix 8	Linguistic Intelligence Questionnaire
Appendix 9	Linguistic Intelligence Test
Appendix 10	Dokumentasi Research
Appendix 11	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

English is a global language that is used equally throughout the world. English has become the most dominant language in many aspects of activity such as industry, military, education, business, tourism, transportation, sport, international relation and others. English has an important role in maintaining relationships in human beings because it becomes an effective medium way for every people to communicate each other.

Speaking is one of English language skills. Speaking ability is used to say words to express, and to convey ideas and feelings verbally to others. In other words, speaking is a tool for communicating ideas that are arranged and developed according to the needs of the listener. In speaking activities not only sounds that can be heard verbally by the listener but can also be seen by the listener's movements or the expression of the speaker that supports the subject, so that what the speaker says can be understood by the listener.

Furthermore, according to Nunan speaking is very important in our life because without speaking we can not know what the other talk and speaking is the way use to interaction with other people.¹ Speaking is a crucial part of second language learning and teaching, it means students should to be able to communicate with the others to get or to share information and to express what they feel.

¹ Nunan, David, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), 39.

As one of basic skill of English speaking has an important role in language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others. Maxom states that speaking is the most important skill in English language teaching to be mastered, through speaking, student express their ideas, feelings and desires to others. So speaking is ability of people to communicate with other people by using verbal language.

However, speaking is not a language skill that is easily mastered, there are many difficulties experienced by students in speaking in English. The main problem in the process of speaking is the limitations of English vocabulary. In addition, students have obstacles in pronunciation and fluency which can worsen the quality of speaking. Speaking problems are also caused by external factors such as linguistic intelligence.

Howard Gardner's theory suggests everybody has a different mind, and two profiles of intelligences are the same. From the 8 primary intelligences (linguistic, math/logic, visual, art, interpersonal, intrapersonal, kinaesthetic, natural) an individual may excel in one, two or even three of these, but nobody is good at the all. One of the intelligence that has strong relation to the speaking skill is Linguistic intelligence. Linguistic intelligence is defined by Gardner as sensitivity to the spoken and written language to achieve goals as well as the ability to learn new languages.² Furthermore,

² Karim Hajhashemi, Kourosh Akef and Neil Anderson, "The Relationship between Multiple Intelligences and Reading Proficiency of Iranian EFL Students". *World Applied Science Journal*, No. 10 (4), November, 2012, 1476.

there are many characteristics of linguistic intelligence such as good with languages, loves reading, writing, listening and speaking, notices grammatical mistakes, enjoys with foreign language, etc.

In connection with the general speaking problems above, the researcher conducted a pre-survey to find out oral performance problems in EFL classroom. The pre survey was conducted on third semester students of English Education Study Program of IAIN Metro in academic year 2019/2020. The pre-survey was conducted by observing the learning process in the third semester of IAIN Metro. The pre survey results are illustrated in the following table.

Table 1
The Pre- Survey Data of Students Spesking Skill among The Third Grade of English Eduction Study Program IAIN Metro

No	Students	Score	Category	Explanation
1	AP	50	D	Failed
2	AA	60	C	Pass
3	AI	80	B	Pass
4	AHI	40	D	Failed
5	APY	50	D	Failed
6	AK	60	C	Pass
7	DIS	55	D	Failed
8	DK	45	D	Failed
9	DAF	50	D	Failed
10	ES	55	D	Failed
11	EFP	45	D	Failed
12	FR	80	B	Pass
13	HLR	45	D	Failed
14	JP	35	D	Failed
15	K	55	D	Pass
16	LA	75	B	Pass
17	LAY	50	D	Failed

18	LNA	55	D	Failed
19	LS	40	D	Failed
20	NF	50	D	Failed
Total of score		1075		
Average		53.75		
High Score		80		
Low score		35		

Source : The Data of Pre-Survey on November 8th 2019

Notes:

A = 81- 100 = Pass

B = 70- 80 = Pass

C = 60- 69 = Pass

D = 50- 59 = Failed

E = 0- 49 = Failed

The test was followed by 20 students. The highest score was 80 and the lowest score was 30 with total score 1075.

Table 2
The Result of Pre-Survey The Third Grade of English Education Study
Program IAIN Metro

No	Score	Frequency	Percentage	Criteria
1	≥60	6	30%	Complete
2	<60	14	70%	Incomplete
Total		20	100%	

Minimum Mastery Criteria (MMC) of speaking is 60. Referring to the above table, it can be known that the student's speaking result is low. It indicates 6 students (30%) of them pass the test and 14 students (70%) of them failed the test.

In this case the researcher assumes that what causes the students' speaking skills is low because they feel that learning English is very difficult. On the other hand, the researcher also noted that these problem was caused by

the teaching and learning process in the classroom which was only focused on the books.

To overcome the problem, the researcher would like to take a quantitative research under the title of “The Correlation Between The Student’s Linguistic Intelligence and Their English Speaking Skill Achievement at Third Grade Students of IAIN Metro”. Hopefully, by applying this method in class the students’ speaking skill could improve.

B. Problem Identification

Based on the background above, some problem are identification as follows:

1. The students have limited English vocabulary
2. The students have lack of grammar
3. The students have difficulty in developing their ideas of conversation
4. The students obstacles in pronunciation and fluency in speaking

C. Problem Limitation

Based on the problems that have been identified the researchers limit the problem by focusing on problem number four. The researchers suspects that linguistic intelligence has a correlation with student’s speaking abilities. Therefore, the researcher intend to examine the relationship between linguistic intelligence and speaking skills achievement.

D. Problem Formulation

Based on the problem above, the research formulates the problem as follow : “Is there any positive and significant correlation between linguistic

intelligence and the English speaking skill achievement at third grade students of English education study program of IAIN Metro”.

E. The Objective and Benefit of the Study

1. The Objective of the Research

In line with above the problem the objective of the research is to know whether there is a positive and significant correlation between linguistic Intelligence and speaking skill achievement at third grade students of IAIN Metro.

2. Benefit of the Study

a. For the Students

The result of this study hopefully can help the students to acknowledge their intelligences so they can find the way to increase their speaking skill achievement.

b. For the Teachers

The results of this study can provide input to the teacher in providing lessons that they manage because the ultimate goal is to improve the quality of students' speaking skill achievement.

F. The Prior Research

This researcher takes review of related research from other research as principle or comparative in this research are:

1. The first prior research was conducted by Bahare and Shahla under the title “The Relationship Between Multiple Intelligences and Speaking Skill Intermediate EFL Learners in Bandar Abbas Azad University in

Iran”.³ Researcher conducted in June 2014. Based on the result of the study, it can be concluded that the research focuses on the identifying the relationship between multiple intelligences (MI) and speaking ability among Iranian EFL learners as well as the effect of gender on the relationship. The result of this study showed that the dimensions of multiple intelligence (MI) have significant relationship with language skill components. In particular, multiple regression showed that verbal linguistic, interpersonal and intrapersonal intelligence were the main predictors of speaking ability in this study.

2. The second prior research was conducted by Sumarta under the title “The Effects of Linguistic Intelligence and Interpersonal Communication Competence Towards Students English Speaking Skill”.⁴ researchers conducted in August 2016. Based on the the result of the study, researchers can conclude that this research is to find out the The effects of linguistic intelligence and interpersonal communication competence collaboratively on English students speaking skill at the third semester in English department of the faculty of teacher training and education in University of Singaperbangsa Karawang.
3. The third prior research was carried out by Mujiono, Nakhrowi and fatimah with the title “The Effect of Verbal Linguistic Intelligence And

³ Saibani Bahare and Simin Shahla, “The Relationship Between Multiple Intelligence and Speaking Skill Among Intermediate EFL Learners in Bandar Abbas Azad University in Iran”, *International Journal of Research Studies in Language Learning*, No. 2(4), April, 2015, 43-56.

⁴ Sumarta, “The Effects of Linguistic Intelligence and Interpersonal Communication Competence Towards Students English Speaking Skill” *Judika (jurnal pendidikan unsika)*, No.2(4), November 2016

Emotional Intelligence on Academic Achievement of Indonesian EFL Learners”.⁵ This study examined the effect of verbal linguistic intelligence and emotional intelligence on academic achievement Indonesia EFL learners. Based on the result of this study The researcher used correlational research design.

Based on the research above, there are similarities and differences between the previous research and this research. The similarity between the previous research and this research is equally analyzing about linguistic intelligence and speaking. Furthermore, the differences between the previous research and this research is the research sample. In the first previous research, the sample research is the participants EFL sophomore majoring in translation at Bandar Abbas Islamic Azad University in Iran. In the second prior research, the sample of research is the 30 students of the English department students in third semester at University of Singapebangsa Karawang. In the third previous research, the sample of research is Indonesian EFL learners majoring in English Education at Universitas Kanjuruhan Malang at the sixth semester.

⁵ Mujiono, Nakhrowi and Siti Fatimah, “ The Effect of Verbal- Linguistic Intelligence and Emotional Intelligence on Academic Achievement of Indonesian EFL Learners”, *International Journal of Learning, Teaching and Educational Research*, No. 12(18), December, 2019, 350-365.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking Skill

1. Concept of Speaking

a. Definition of Speaking

Speaking is a very important part of learning foreign languages in Indonesia. Speaking is a media in human's communication. The ability of speaking is to express ideas, feeling and thought. Someone can share much information to other people by speaking. Speaking is very much needed to humans life to make communications with other people. So having good ability in speaking is very necessary. Here are definitions of speaking from several experts:

According to Harmer speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across.⁶

Furthermore, Cameron stated that speaking the active used of language to express meanings so that other people can make sense of

⁶ Jeremy Harmer, *How to Teach English* (London: Addison Wesley Longman, 1998), 14.

them. It means speaking as a tool of communication to make a conversation with other people by using oral language.⁷

In accordance with Scott Thornbury speaking has become a part of daily life by the people. Its means that all of the people need speaking to communicate with other people to share information or just talking something.⁸

From the definitions of speaking above, researcher conclude that speaking is the ability of human to expressing ideas, opinions, or feeling to others by using words or sounds of articulation in order to inform and to persuade .

b. The Importance of Speaking

Firstly, according to Alexander speaking is the special skill of English language. Speaking used to express ours ideas and what you speak will determine the expressiveness in you.⁹ Secondly, according to Widia and Astawa speaking is one of the four basic skill that are very important for students to express their ideas, it is imposible for them to communicate without skill in speaking.¹⁰ Next, Jill and Hadfield mentioned that speaking is productive skill,

⁷ Layne Cameron, *Teaching Language to Young Learner*, (New York: Cambridge University Press, 2001), 40.

⁸ Thornbury Scott, *How to Teach Speaking* , (Longman : Person Edition Limited, 2005), 1.

⁹ Phd Cand. Lorena Manaj Sadiku, “The Importance of Four Skills Reading, Speaking, Writing, Listening in A Lesson Hour” , *European Journal of Language and Literature Studies*, No.1(1), April, 2015.

¹⁰ Leni Widia and I Nengah Astawa, “Improving Speaking Skill Through Task Based Learning Strategy at Seventh Grade Students of SMP Negreri 3 Baturiti in Academic Year 2012/2013”, *Jurnal Santiaji Pendidikan*, No.1(4), Januari, 2014.

because speaking requires the learners to produce something.¹¹ If we compare in our daily lives most of us speak more than write. So speaking is fundamental to human communication.

Based on above study researcher conclude that speaking is a special skill that are needed by most of student, because speaking is the ability to say words, to express ideas and information by oral communication.

c. The Function of Speaking

Numerous attempts has been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional function of speaking, in which it serves to establish and maintain social relations, and transactional function, which focus on the exchange of information. There are three part function in speaking, namely:¹²

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describe interaction that serve a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

¹¹ Jill hadfield and Charles, *Introducing to Teaching English*, (New York: Oxford University Press, 2008), 18.

¹² Brown H Douglas, *Principle Language Learning and Teaching*, (San Fransisco State University: Pearson Education, 2006), 141-142.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcements and speeches.

d. The Aspect of Speaking

Speaking is not easy to express something orally. However the students need to acquire some speaking aspects to have a good speaking. There are some aspects that should be recognized by students in learning speaking :

1) Grammar

Harmer said that grammar of a language is the description of the ways in which words can change their forms and combine into sentence in that language.¹³ It helps the learners to combine the word and to produce sentence correctly.

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 12.

2) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Fluency is the capacity to speak fluidly, confidently and at a rate consistent with the norms of the relevant native speech community.¹⁴

Moreover, according to Nation and Newton, fluency has the following characteristics in all of the four skills of listening, speaking, reading and writing. Those characteristics are:¹⁵

- a) Fluent English use involves “the processing of language in real time”. That is, learners demonstrate fluency when they take part in the meaning-focused activity and do it with speed and ease without holding up the flow of talk. There are observable signs that can be used to measure change in fluency. These include speech rate and number of filled pauses such as *um*, *er*, and number of unfilled pauses.
- b) Fluent language use does not require a great deal of attention and effort from the learner.
- c) If we consider the four goals of language, ideas, skill, text, fluency is a skill. Although it depends on the quality of knowledge of the language and its development involves

¹⁴ Kathleen Bailey, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2005), 5.

¹⁵ I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (UK: Routledge, Taylor & Francis, 2009), 151.

the addition to and restricting of knowledge, in essence it involves making the best possible use of what already known.

3) Vocabulary

Vocabulary is the focus of language. It is in words, that sounds and meaning interlock to allow us to communicate with one to another, and it is words that we arrange together to make sentences, conversations, and discourse of all kinds. Mastering vocabulary would determine someone's competence in understanding of language. Its means that by knowing many vocabulary someone will be easier to express their ideas, feelings and thought in speaking fluently.

4) Pronunciation

Boyer states pronunciation is an important part of speaking (oral communication). This is how we make correct sounds from certain languages, as well as how they are spoken together.¹⁶ On the other hand, pronunciation relates to the way expressing words a sound which has a meaning in utterance.

5) Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one understand of language (written and spoken). It indicates that in

¹⁶ Susan Boyer, *Understanding English Pronunciation*, (Austaria: National Library of Australia, 2008), 1.

comprehension the speaker and the listeners have to understand what intended meaning of the speaker when he or she says something.

e. Problem in Speaking

Speaking problem are some problems that make someone lacks of speaking ability. In speaking activity many things that should be paid attention, not only relate to what is being spoken. Harmer stated that students will not always use correct English. The students will face some problem in speaking. In learning English speaking, some students will make slips or errors when they try to uttered words, phrases or sentences.¹⁷

Moreover Ur defined that there are four problem in speaking, that is as follow:¹⁸

1) Inhibition

Inhibition is unlike reading, writing and listening activities, speaking requires some degree of real- time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

¹⁷ Jeremy Harmer, *How To Teach English*, (New York: Pearson Education Limited, 2007), 96.

¹⁸ Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Teacher Training and Development, 1991), 121.

2) Nothing to say

Nothing to say it means that even if they are not inhibited, you often hear learners complain that they can not think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Low or uneven participation it means only one participant can talk at a time if he or she is to be heard and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother tongue use

In classes here all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones to keep to the target language.

From the explanation above the researcher concludes that there are many difficulties in speaking faced by students.

Problem in speaking such as inhibition, nothing to say, low or uneven participation and mother tongue use by students.

2. The Concept of Speaking Skill

a. Concept of speaking skill

Speaking skill is the most important skill to acquire foreign or second language learning. The people learning speaking not only deal with their cognitive basis to learn the forms of language but also deal with some internal psychological materials that effect people in learning process.

Skill also has some definition that are defined by some experts. According to Green skill is one of those social science words in common parlance with many meanings, numerous meaning such as “ability”, “competence”, “talent”, and varied imperice translation in other language¹⁹ Several source mention the definition of skill that is the ability to do something well.²⁰ In other words it is an ability that is intended for an act that is useful and good. So it can be concluded that is skill is an ability of person which acquire them in complex process for an act that is useful and good.

Teaching and learning process in speaking needs skill to help the students more active to speak up in the class. There some definition of speaking skill according to experts. According to Badrul, speaking skill defined as oral communication that shows

¹⁹ Fracis Green, *What is Skill? An Inter-Disciplinary Syntesis*, (London: Institute of Education University of London, 2015), 4.

²⁰ A S Hornbry, *Oxford Advanced Learner's Dictionary (8th Ed)*, 1255.

how well the speaker is able to arrange the words in order to express his thought and can be understood by the listener.²¹

Furthermore Bahadorfar and Omidvar stated that speaking skill can be categorized as a good speaking skill when the listener can understand the words produced by the speaker.²² It means that speaking skill is very important in human life. It is needed when they are talking conversation with other people in formal or informal situations.

From some definition above, the researcher conclude that speaking skill is the ability of the students to speak and share their idea by using speech production well.

b. The Measurement of Speaking Skill

Based on the professor Weir Cyril J. There are some indicators that be supposes to measure the speaking skill:

Table 3
Indicators of Speaking Measurement²³

No	Criteria	Score	Explanation
1	Fluency	4	Generraly natural delivery, only occasional halthing when searching for appropriate word/expression.
		3	The students hesitates and repeats

²¹ Faisal Badru Kamal et all, "Developing speaking Skill of the Tenth Grade Students Through Acoustic Song", *Journal of English Language Teaching Society*, No.1(2), 2014, 1.

²² Mukminatus Zuriyah, "Story Telling to Improve Students Speaking Skill", *Journal English Education*, No.1(10), 122.

²³ Cyril J. Weir, *Language Testing and Validation: An Evidence- Based Approach*, (London: Palgrave Macmillan, 2005), 195-196.

			himself at times but can generally maintain a flow speech.
		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt
		1	The students speak so little that so “fluent” speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriate.
		3	For the most part, effective use of vocabulary for the task with some example of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical	4	Very few grammatical errors evident.

	Accuracy	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	Comprehension	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining consistently.
		2	Interaction ineffective can seldom develop an interaction.
		1	Understanding and interaction minimal.

B. Concept of Linguistic Intelligence

1. Definition of Linguistics

Linguistics is the scientific study of natural language and is one of the four subfield of anthropology it means that linguistic has same meaning with language. Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with other.

According to Richard and Schmidt linguistic is a study of language as a system of human communication. They also states that linguistic includes many different approaches to the study of language and many different areas of investigation such as sound system (phonetics phonology), sentence structure (syntax), relationship between language and cognition (cognitive linguistics), and meaning system (semantics, pragmatics).

Moreover, according to Gillard linguistic is the adjective connected with language or the study of language and language itself is a form of communication both spoken and written that is based on a system of symbols.²⁴

From the defenition above, its can concluded that linguistic is a study about language that includes many different areas of investigation and linguistic involves the analysis of language form, language meaning and language in context both spoken and written.

2. Definition of Intelligence

Thousand years ago, intelligence has been defined differently. Intelligence was dificult to define and cause confusions between researchers. The most important definition is how people solve their problems. Intelligence also has been defined as ability to understand. communicate, learn, how brain work with abstract thing. However

²⁴ Patrick Gillard, *Cambridge Advanced Learner's Dictionary*, (UK: Cambrdge University Press, 2003), 272.

currently, researchers have been identified about relationship between human's intelligence. Behavior and development of each person.²⁵

The term of intelligence commonly be taken to mean how a person understand and learn, but different people have their own meaning of intelligence and this also can caused by their background knowledge both from historical or cultural factors. According to Gardner intelligence comprises a set of separate intelligences. Each of which is spcialized for acquiring knowledge and solving problem in differents areas of cognitive activity.²⁶

According to Halonen, intelligence is verbal ability, problem solving skill and the ability to learn from and adapt to the experiences of everyday life.²⁷

Moreover Synderman and Rothman defined that intelligence is the ability that a person has to deal with something that he/she can get and learn from phenomenon or events and how to solve and learn the problem.²⁸

Based on the concept above, the research tries to make a conclusion of intelligence definition as the cognitive or mental capacity

²⁵ Sam Goldstein, Dana Priciota, Jack Naglieri, *Handbook of intteligence* (New York: Springer Science and Business Media, 2015), 3.

²⁶ Kerri, Lee Krause, et al., *Educational Psychology for Learning & Teaching*, (South Melbourne: Cengage Learning Australia, 2010), 294.

²⁷ Halonen, Jane S & W Santrock, John, *Psychology Context & Application, Third Edition*, (USA: McGraw-Hill College, 1999), 240

²⁸ Robert E Slavin, *Educational Psychology Theory and Practice*, (New Jersey: Pearson Education, 2012), 103.

of and individual to solve problem and the ability to adapt with the experiences which can be affected by environment.

Intelligence can be developed by three main factors:²⁹

a. Biological endowment

Biological endowment is the generic factors and how brain works before, during and after birth.

b. Personal life history

Personal life history is the factors that involves experience with parents, teachers, peers, friends and others who developed the intelligences.

c. Cultural and historical background

Cultural and historical background the time and place in which the people were born and raised. Then the nature and state of cultural or historical developments in different areas.

Gardner identified there are nine intelligencens as follows:³⁰

a. Verbal/ linguistic intelligence is an ability to perceive or generate spoken and written language .

b. Musical intelligence is an ability to pitch, rhythm, and timbre, the ability to create, communicate and understand meaning in sound.

²⁹ Thomas Armstrong, *Multiple Intelligence in the Classroom Third Edition*, (Alexandria: ASCD, 2009), 27.

³⁰ Fred C. Lunenburg and Melody R. Lunenburg, "Applying Multiple Intelligence in the Classroom: A Fresh Look at teaching Writing", *International Journal of Scholarly Academic Intellectual Diversity*, No. 1(16), 2014, 1.

- c. Logical/ mathematical intelligence is an ability to use and appreciate of numerical, causal, abstract or logical relations.
- d. Spatial intelligence is an ability to perceive visual and spatial information and to transform or modify this information and recreate visual image.
- e. Bodily/ kinesthetic intelligence is an ability to control of all or parts of one's body and to solve problems or create products.
- f. Intrapersonal intelligence is an ability to form a mental model of one-self and use the model to make informed decisions about possible actions.
- g. Interpersonal intelligence is a capacity to recognize, distinguish between and/or influence in desired ways other's feelings, beliefs and intentions.
- h. Naturalist intelligence is an ability to understand and work effectively in the natural world.
- i. Existential intelligence it involves an individual's ability to use collective values and intuition to understand others and the world around them.

3. Definition of Linguistic Intelligence

The theory of linguistic intelligence for the first time was introduced by L. L. Thurstone in 1938 as the reaction of his rejection on the notion of general intelligence. In his multiple-factor theory, he stated that intelligence consists of seven primary abilities: verbal

comprehension, number ability, word fluency, spatial visualization, associative memory, reasoning, and perceptual speed. Thurstone argued that a person could be competent in one area of intelligence (such as verbal comprehension) and far less competent in another (such as perceptual speed).³¹

Linguistic intelligence was also introduced by Howard Gardner in his multiple intelligence theory which is proposed in 1983 as the result of his examining on human cognition through a number of discrete disciplinary lenses like psychology, neurology, biology, sociology, and anthropology.³² Gardner also stated that linguistic intelligence as a sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn new language.³³

Moreover, Armstrong defines that linguistic intelligence is the capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sound of language, the semantics or meanings language, and the pragmatic dimensions or practical use of language.³⁴

³¹ Halonen, Jane S & W Santrock, John, *Psychology Context & Application, Third Edition*, (USA: McGraw-Hill College, 1999), 251.

³² Howard Gardner, *Theory of Multiple Intelligences: A Personal Perspective In "Intelligence Reframed: Multiple Intelligences For 21 st Century"*, (New York: Basic Book, 1999), 33

³³ Masoumeh Parsa, Shahrokh Jahadar, etc, "The Effect of Verbal Intelligence on Knowledge of Lexicon", *International Journal of Applied Linguistics & English Literature*, No.2 (3), 2013, 115.

³⁴ Thomas Armstrong, *Multiple Intelligence in the Classroom Third Edition*, 6.

After explanation of linguistic intelligence above, it can be stated that linguistic intelligence is the capacity to use language effectively, our native language, and perhaps other languages, to express what is on our mind by spoken or in written form clearly and correctly and the ability to use it to accomplish goals.

4. Aspect of Linguistic Intelligence

According to Amstrong, linguistic intelligence has four basic aspect. The first is phonology. Phonology is the study of how sound are organised and used in natural language. The phonological system of language includes an inventory of sounds and their features, as well as rules which specify how sound are interact with each other.

The second is syntax that is the study and the ability of learners in arranging accptable phrases, clauses and sentences, either a simple sentence which consists of only one subject and one predicate and also in forming complex sentences with correct language structure, including the ability to arrange simple essay in a discourse with elements of cohesion and coherence in constructing ideas.³⁵

Semantic is the study about the meaning of linguistic expression. Frequently, words have to be chosen with care because small differences in construction can really alter meaning to the ones originally intended.

³⁵ Nur Ihsan Hali, "The actualization on Literary Model Based on Verbal-Linguistic Intelligence, *International Journal of Education & Literacy Studies*, No.5(4), October, 2017, 44.

The last aspect of linguistic intelligence is pragmatics. Pragmatics is the ability to interpret intended meaning and is a way of investigating how sense can be made of certain texts even when the text seem to be either incomplete or to have a different meaning to what is really intended.

5. The Characteristic of Linguistic Intelligence

There are some characteristic of linguistic intelligence as follows:³⁶

- a. Love to write, talk and listen
- b. Often speak what they read
- c. Good at spelling patterns
- d. Applying grammar rules
- e. Have good memory for general knowledge
- f. Can speak what their viewpoint clear, beautiful and refined manner
- g. Good public speakers
- h. Likes to debate
- i. Have good knowledge about language use, such as persuasion, information, etc.
- j. Flexibility in extracting meaning when speaking several language.

From explanation above, linguistic intelligence is not only the ability in using the spoken form of language (listening and speaking) but also in the spoken of written (reading and writing).

³⁶ Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 2011), 26.

C. The Correlation Between Linguistic Intelligence and Speaking Skill Achievement

Linguistic intelligence refers to the ability to use word and language. The people with linguistic intelligence usually think in words rather than picture.³⁷ According to Amstrong this intelligence has been assumed to be the most important domain of intelligence contributing to speaking performance because its deal with the ability to manipulate different components of language.

Amstrong stated that a person who has linguistic intelligence with the high ability may gravitate towards book and they think through the words. They love to speak what they read, like to debates, good spelling patterns, applying grammar rules, always speak their viewpoint clear and other thing to support their learning activities. In adition speaking is one of the skill which is correlated with linguistic intelligence.

Moreover May Lwin stated that linguistic its the ability to construct clear idea and use the words competently in speaking, reading and writting. It means that intelligence involves high sensitivity to words and language function.³⁸ People with high linguistic intelligence love reading, speaking, writing and good at expressing themself. According to the intelligence, it involves the ability to recognize language use, good at remembering, likes to eb explain or teach and understand about language rules.

³⁷ Thomas Amstrong, *Multiple Intelligence in the Classroom Third Edition*, 12.

³⁸ May Lwin, et.al, *How to Multiply Your childs Intelligence: A Practical Guide for Parents of Seven-Years-Olds and Below*, (USA: Prentice Hall, 2003), p.1.

Student's linguistic intelligence influences their attitude in speaking. This positive attitude will affect the students to increase their learning especially in speaking. Therefore if the student have high linguistic intelligence they are typically good at speaking and they tend to learn best by speaking.

It can conclude that, student have high linguistic intelligence they will be able to learn second language especially english language. Students that have linguistic intelligence have good ability to know about language whether in spoken or written language

D. Theoretical Framework

This research have two variable : there are independent variable (X) and dependent variable (Y). The independent variable is linguistic intelligence and dependent variable is students speaking skill achievement.

From two variable above, we can conclude that the theoretical framework as follow:

1. If the students have a good linguistic intelligence, the students speaking skill achievement in English is high.
2. If the students have a bad linguistic intelligence, the students speaking skill achievement in English is low.

Based on the theoretical framework above it can be conclude that speaking is one of the most important skill to be learnt. In speaking the speaker can share their idea, feeling and information through oral language. Especially in teaching and learning, speaking is one of the most important

skill that can help students more active to speak up in the class. As mentioned in the theories about speaking, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across.

Secondly, linguistic intelligence which one of its characteristics is love to speak what they read. As theories above, linguistic intelligence is a sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn new language. This intelligence involves how the person can understand and enjoy easily with language skill. Based on these definition, it is clear that linguistic intelligence may also the capacity to learn new language, and it also means that linguistic intelligence include the ability to master English as a foreign language both spoken and written.

Thus based on the explanation above, it can be identified that linguistic intelligence has a great deal with speaking.it can be supposed that the more students getting aware about their linguistic intelligence and having a better knowledge about what their dominant intelligence are, they will easily get comprehension in speaking process which developed by intelligence.

E. Hypotesis

Based on the theoretical framework above, the researcher formulated the hypothesis of this research “ there is a correlation between linguistic intelligence and students speaking skill achievement”.

The statistical hypothesis is formulated as follows:

1. Alternative Hypothesis (H_a): there is a significant correlation between linguistic intelligence and speaking skill achievement.
2. Null Hypothesis (H_o): there is no correlation between linguistic intelligence and speaking skill achievement.

F. Statistical Hypotesis

1. If $r_o > r_t = H_a$ is accepted and H_o is rejected. It means that there is a correlation between linguistic intelligence and speaking skill achievement.
2. If $r_o > r_t = H_a$ is rejected and H_o is accepted. It means that there is a no correlation between linguistic intelligence and speaking skill achievement.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provided the explanation of reseach method which will be ap lied in this research. It convers, research design, the place of the study, population and sampling, variables operational definition, technique data collection, research instrument, data analysis and indicator of success.

A. Research Design

The researcher employed a quantitative research in this research because to investigate whether there is a positive and a significant correlation between the student’s linguistic intteligence on their English speaking skill achievement. Quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’.³⁹

According to S.Margono quantitative research is a research process which uses numeric data to find out knowledge.⁴⁰

B. The Operational Definition of Variables

1. Independent Variable

According to Hatch and Lazarton, independent variable is variable that the researcher suspect may relate to improve the dependent variable. In a sense, the dependent variable “depends” on the independent

³⁹ Daniel Mujis, *Doing Quatitative Research in Education*, (London: Sage Publications, 2004), 1.

⁴⁰ S. Margono, *Metode Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 1997), 105.

variable.⁴¹ The independent variable of this research is student's linguistic intelligence. In linguistic intelligence there are some indicators that indicate the students as follows:

- a. The students have a good communication skill.
- b. The students have a good ability in constructing words.
- c. The students like learning foreign language.
- d. The students have a good vocabulary.
- e. The students are pleased in communicating either orally or writing.

2. Dependent Variable

Hatch and Lazaraton stated that dependent variable is the major variable that would be measured in the research. Dependent variable is a variable that can improve by an independent variable.⁴² The dependent variable of this research is student's speaking skill achievement and the indicators that indicate student's speaking skill achievement as follows:

- a. The students has an ability to use proper words in speaking (vocabulary).
- b. The students has an ability to produce acceptable pronunciation in speaking (pronunciation).
- c. The students has an ability to use correct grammar in speaking (grammar).

⁴¹ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistic for Applied Linguistic*, (USA: Heinle Publisher, 1991), 64.

⁴² Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistic for Applied Linguistic*, 63.

- d. The students has an ability to produce speech without filtering and pausing (fluency).
- e. The students has an ability to express the comprehension ideas (comprehension).

C. Population, Sample and Sampling Technique

1. Population

Whole subject that as an object of th research called population. An object of the research as tools for getting collecting data, its called population. A population was an individual or group that representative all the member of certain group or category of interest.⁴³ The population of this research was all of third grade students of English Education program IAIN Metro which consists of 98 students that divided into four classes. The classes are:

- a. Class A = 26 students
- b. Class B = 24 students
- c. Class C = 28 students
- d. Class D = 21 students

2. Sample

Sample was a subgroup of the target population that the researcher planned to study for generalizing about the target population. The sample in this research is D Class with total students is 20.

⁴³ Timothy C Urdan, *Statistics in Plain English*, (London: LAE, 2005), 1.

3. Sampling Technique

To make easy the researcher used Cluster purposive sampling: the sample selection based on spesific purpose. The student's ability in homogeneous, so that the researcher used cluster purposive sampling. This technique was used to know the correlation between student's linguistic intelligence and their speaking skill achievement at third grade English education program of IAIN Metro.

D. Data Collection Technique

The most important thing in this research is collecting the data that can determine the result of the research. Some techniques will be used in collecting data in this research are:

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.⁴⁴ Its means that the test its the most research that used as the main tool to measure the ability of each individual.

2. Questionnaire

Questionnaire is a data collection technique in the form of a list of questions asked by respondents to look for answer. Based on the above understanding it can be understood that the questionnaire is a data

⁴⁴ Donald Ary, et.al, *Introduction to Research in Education*, (USA: Wadsworth, Cengage Learning, 2010), 201.

collection tool consisting of several question accompanied by alternative answer. In this study the researcher will use closed questionnaire. The questionnaires that have been fulfilled with alternative answer so that the respondent only has to answer the available answer by giving a cross questionnaires in this research, referring to the check list.

3. Documentation

During the process of the research, the researcher would collect some documents such as the total of students, lecture, Institute history and the condition of the State Institute For Islamic Studies of Metro. In this research, the researcher would use the data from the documentation as described.

E. Instrument of the Research

In collecting the data, two instrument used in this research. The first instrument was the speaking skill achievement test scores which given to the third semester based on the mid test of speaking performance. Then the second instrument was questionnaire about linguistic intelligence taken from Multiple Intelligence Questionnaire by Walter McKenzie, International Montessori School and Child Development Centres Brussels, Belgium and Multiple Intelligence in the Classroom by Thomas Armstrong were used to measure student's Linguistic Intelligence.

F. Data Analysis Technique

In this research, researcher used correlational design. The researchers compares the students linguistic intelligence scores and their speaking skill achievement at the third grade of English Education Department of IAIN Metro. To find out the correlation between student's linguistic intelligence and student's speaking skill achievement, the researcher used the Product-Moment Correlation Coefficient Formula. Product Moment Correlation is one technique that is usually used to find out the significance of the correlation between two variable. This technique was published by Karl Pearson: therefore it is often called as Pearson Correlation Technique.

The next step is analyzing the data. This analyzing is done in order to know whether there is significance correlation between the student's linguistic intelligence and their speaking skill achievement. To find out of the result of this study, the researcher used the Pearson Product Moment Correlation Formula as Follows:⁴⁵

The formula is

$$r_{xy} = \frac{N \cdot \Sigma xy - (\Sigma X) \cdot (\Sigma y)}{\sqrt{\{N \cdot \Sigma x^2 - (\Sigma x)^2\} \{N \cdot \Sigma y^2 - (\Sigma y)^2\}}}$$

Note:

Correlation coefficient between the student's linguistic intelligence and their speaking skill achievement at the third grade English Education Department of IAIN Metro.

⁴⁵ Budi Susetyo, *Statistika untuk Analisis Data Penelitian*, (Bandung: PT Refika Aditama, 2010), 180.

- R_{xy} : The correlation coefficient between linguistic intelligence and student's speaking skill achievement
- N : Number of respondents
- X : Student's Linguistic Intelligence scores
- Y : Student's speaking skill achievement
- ΣX : Total score of student's Linguistic Intelligence scores
- ΣY : Total score of student's speaking skill achievement
- ΣXY : Total number of multiply between X scores and Y scores
- (X^2) : Total multiply of X score multiplies X score
- (Y^2) : Total multiply of Y score multiplies Y score

Significant critical value: 0.05

Criteria:

Rejected H_a when $r_{xy} < r_t$

Accepted H_a when $r_{xy} > r_t$

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable, as below:

Table 4
The Interpretation of Correlation of 'r' Product Moment.⁴⁶

r_{xy}	Interpretation
0.00 – 0.199	The correlation between X variable and Y variable is very weak can be told there is no correlation between the variables.
0.20 – 0.399	There is weak correlation between X variable and Y variable.
0.40 – 0.699	There is medium correlation between X variable and Y variable.
0.70 – 0.899	There is strong correlation between X variable and Y variable.
0.90 – 1.00	There is very strong correlation between X variable and Y variable.

Then to find out the significant between two variables, the formula of significant test is as follow:

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{(1-r^2)}}$$

Note:

t_{count} : t value.

r_{xy} : value of correlation coefficient

n : Number of respondents

⁴⁶ Sugiyono, *Statistik untuk Penelitian*, (Bandung,: Alfabeta, 2007), 231.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. The Historical Background of IAIN Metro

Based on Presidential Regulation No. 71 on August 1, 2016, status of STAIN Jurai Siwo Metro was officially changed into IAIN Metro. This transition became the spirit of the academic community to develop IAIN Metro according to the needs of people in education, adequate facilities and infrastructures to support the learning process, and made IAIN Metro be better. IAIN Metro was the located at Ki. Hajar Dewantara Campus 15 A, Iringmulyo, East Metro, Metro city, Lampung. IAIN Metro has vision and mission. The vision was “Become an innovative Islamic Institute in Socio-Eco-Techno-preneurship synergy based on Islamic and Indonesian value”. Then, the missions were “Implementing Islamic value in education, research, and community services, Build the productive and innovative academic culture in resource management through scientific studies, learning models, and research, Grow Socio-Eco-Techno-preneurship of academicians in implementation of three pillars of university, and Implementing a professional and cultivated institutional management system based on information technology”. Therefore, IAIN Metro not only focussed on Islamic religious science however also focused on general science. In addition, the English Education Department was one of the majors in

Tarbiyah and Teacher Training Faculty. English Education Department has a vision and missions. The vision was “Creating professional students in the English Education Department who can integrate Islamic value and academic dimensions”. Then, the missions are “Build and develop humanist, democratic, and modern academic atmosphere, Grow professionalism ethic through theoretical knowledge basic mastery, As a source of quality education services to produce smart and skillful educators who also have good attitudes, and Implementing an integrated education system that can provide input for educational development”. In addition, the English Education Department has facilities and infrastructures that consist of the lecturer’s room, language laboratory unit, classrooms, and the student’s creativity board.

2. The Profile of English Department

English Department (PBI) is S1 degree of Tarbiyah Faculty in IAIN Metro. In 2002, the English Department previously was known as Diploma 3 (D3). In response to the stakeholders, Diploma 3 appropriately was needed for higher level education. Thus, it was converted to S1 degree of English Department based on Directorial Decree of College for Islamic Studies No :Dj.I/220.C/2007 on 28th May 2007.

A vision of integrating Islamic values and academic excellent is mutually developed by the English Department of State Islamic College (STAIN) of Jurai Siwo Metro. In this regard, the students are expected to

be professional educator in the modern era, as well as in the wide bargaining. To achieve this, such vision is implemented throughout several missions, as follows; (1) the English Department strives for students' personality by exploring knowledge, understanding, and mastery of Islamic values to be implemented in religious and national context, (2) the English Department creates humanistic, democratic, and modern academic atmosphere, (3) the English Department stimulates professional ethic of basic science theoretically and practically, (4) the English Department applies an integrated educational system to give an eligible contribution of its educational development.

The English department is established to devote the particular goals, such as ; (1) The students are exercised to be a deep understanding English teacher toward religious, knowledge, technology, and art. Indeed, they are hoped to be agent of change in society, (2) The students are presented to be a professional English teacher who can expand the English Subject within fully Islamic motivation, (3) The students are taught a highly English mastery in order to give an available contribution toward Islamic culture and society at large. In line with the vision, mission, and aim above, some integrated aspects are focused by the English Department to assess the students' performance. The integrated aspects are named as cognition, psychomotor, and affection.

B. The Result of the Research

1. Data about Score Student's Linguistic Intelligence and Students

English Speaking Skill Achievement

The table below described the score of student's linguistic intelligence and student's English speaking skill achievement at third grade students of IAIN Metro.

Table 5
The Score of Student's Linguistic Intelligence and Student's Speaking Skill Achievement at Third Grade Students of IAIN Metro

No	Name	Students linguistic intelligence	Students speaking skill achievement
1	Candra Ayu Setyoningsih	86	90
2	Deah Septiyawati	78	65
3	Dewi Ayu Prastica	74	76
4	Diah Kumara Shinta	64	78
5	Elyzabeth Zandova	84	92
6	Fassya Rahmi Azzahra	69	75
7	Galuh Indah Kusumawati	68	78
8	Hestiani	76	86
9	Inatarisa Nurfisa	73	80
10	Irsyad Fauzi	62	75
11	Laily Nurul Holivah	63	67
12	Meliana Tantri	75	76
13	Mifta Khoiru Selly	70	80
14	Muhammad Alfitra	65	75
15	Nini Sri Rahayu	67	84
16	Novita Indriani	77	80
17	Nurulita Lutfiana	71	77
18	Talia Kussumawati	82	86
19	Sidiq Aji Pangestu	63	74
20	Suci Haerani	72	70

2. The Data of Mean and Standart Devitiation of Linguistic Intelligence and Speaking Skill Achievement

The table below described the mean and standart devitiation of student's linguistic intelligence and student's English speaking skill achievement at third grade students of IAIN Metro.

Table 5.1
The Data of Mean and Standart Devitiation of Student's Linguistic Intelligence

	N	Min	Max	Mean	Std. Deviation
Linguistic Intelligence Test	20	62,00	86,00	71,95	7,11170
	20				

from the analysis above, it can be known that $Me = 71.95$ and $SD = 7.11170$, to determine categorizes of good, moderate and less for students linguistic intelligence the formula as follow:

$Me + 1.SD = \text{Good Category}$

$Me - 1.SD = \text{Less Category}$

The moderate category of students linguistic intelligence between good and less category. The formula of student's linguistic intelligence could be explained cleary as the formula below:

Good Category

$$Me + 1.SD = 71.95 + 1.(7.11170)$$

$$= 79.06$$

$$= 79$$

Less Category

$$M_x - 1.SD_x = 71.95 - 1. (7.11170)$$

$$= 64.83$$

$$= 65$$

From the explanation above, it be known that 79 to up inside good category for student's linguistic intelligence at third grade students of IAIN Metro. Then score 65 to bottom inside less category at the third grade students of IAIN Metro and score between good and less (79-65) including moderate category

Table 5.2
The Data of Mean and Standart Devitiation of Student's Speaking Skill Achievement

	N	Min	Max	Mean	Std. Deviation
Speaking Skill Achievement Test	20	65,00	92,00	78,20	6,96306
	20				

From the analysis above, it can be known that Me= 78.20 and SD= 6.96306. To determine categorizes of good, moderate, and less for student's English speaking achievement. The formula as follow :

$$M_y + 1.SD_y = \text{Good Category}$$

$$M_y - 1.SD_y = \text{Less Category}$$

The moderate category of English Speaking Achievement between good and less category. The formula of English speaking skill achievement could be explained clearly as the formula bellow:

Good Category:

$$\begin{aligned} M_y + 1.SD_{x2} &= 78.20 + 1. (6.96306) \\ &= 85.16 \\ &= 85 \end{aligned}$$

Less Category:

$$\begin{aligned} M_y - 1.SD_{x2} &= 78.20 - 1. (6.96306) \\ &= 71.23 \\ &= 71 \end{aligned}$$

From the explanation above, it be known that 85 to up inside good category for English speaking skill achievement at third grade students of IAIN Metro. Then score 71 to bottom inside less category at third grade students of IAIN Metro and score between good and less (71-85) including moderate category.

C. Data Analysis

1. Result of Normality Test

The researcher tested normality test after got score of the student's in linguistic intelligence test and speaking skill test using SPSS version 20. The normality test serves to determine whether the residual value was normally distributed or not.

a. The hypothesis are:

- 1) H_a : The data have normal distribution if sig value > 0.05 .
- 2) H_o : The data do not have normal distribution if sig value < 0.05 .

Table 5.3
Result of Normality Test of Linguistic Intelligence and Speaking Skill Achievement

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
The Result of Study of the Students	,148	20	,200*	,967	20	,693

Based on the table, it can be seen that Sig. (p.value) in the table of Kolmogorov- Smirnov^a was 0.200 and standard value is $> \alpha = 0.05$. it means that Sig. (p.value) was bigger than Sig value. So, based on the data, it can be concluded tyat the data was normal distribution.

2. Result of Hypothetical Test

To know whether there is correlation between student's linguistic intelligence and their English speaking skill achievement or not, the researcher use product moment correlation formula. Product moment correlation formula analysis:

Formulated hypothesis:

a. Null Hypothesis (Ho)

There is no significant correlation between student's linguistic intelligence and their English speaking skill achievement at third grade students of IAIN Metro.

b. Alternative Hypothesis (Ha)

There is significant correlation between student's Linguistic intelligence and their English speaking skill achievement at the Third grade students of IAIN Metro.

Table 5.4
Table Calculation of Product Moment Correlation

		Correlations	
		Linguistic Intelligence	Speaking Skill Achievement
Linguistic Intelligence	Pearson Correlation	1	,568**
	Sig. (2-tailed)		,009
	N	20	20
Speaking Skill Achievement	Pearson Correlation	,568**	1
	Sig. (2-tailed)	,009	
	N	20	20

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

Based on the table above, it is known that the total students for the research is 20. The pearson product moment correalation showed that r_{xy} in 0.568 while in standart significant r_t 5% 0.444, for standart significant r_t 1% 0.561. It means that $r_{xy} > r_t$. Thus statistically product moment correlation, it can be conclude that there is significant correlation between the student's linguistic intelligence and their English speaking skill achievement at third grade students of IAIN Metro.

D. Discussion and Intepretation

The research was conducted at the third grade students of English education study program of IAIN Metro. Based on the data analysis and references of the research is about the correlation between students linguistic intelligence and the speaking skill achievement. Meanwhile the result of the data analysis describes that most of the students with high linguistic intelligence have a good ability in speaking. This research was tested by using pearson product moment correlation formula to investigate whether there is positive and significant correlation between student's linguistic intelligence and their speaking skill achievement at third grade students of IAIN Metro.

In addition after doing the research, the researcher founded that $r_{xy} = 0.568$ after that making an interpretation based on the calculation whether any correlation between the lingustic intelligence and student's English speaking skill achievement at third grade students of IAIN Metro.

Hypothesis test was used to measure the correlation between student's lingustic intelligence and their English speaking skill achievement. According to the data analysis above, it can be identified that the coefficient correlation product moment between student linguistic intelligence and their English speaking skill achievement was 0.568. This data acquired from the correlation product moment group data. The hypothesis test can be viewed by determining the significant standart 5% and 1 % in the product moment table (r_t). Whether $r_{xy} > r_t$ meant that there is significant correlation between

students linguistic intelligence and their English speaking skill achievement. While $r_{xy} > r_t$ it meant that there was no correlation between student's linguistic intelligence and their English speaking achievement.

From the formula above, it was known that the standart significant of 20 in 5% r_t was 0,444 It meant $r_{xy} > r_t$. While, standart significant 20 in 1% r_t is 0.561. It meant $r_{xy} > r_t$. Based on the proof above the researcher concluded that there was significant correlation between the student's linguistic intelligence and their English speaking skill achievement at third grade students of IAIN Metro. It meant that the hypothesis which promoted by the researcher was true.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on research finding and interpretation, the researcher would like point out the conclusion, as follows:

Based on the analysis in previous chapter, there is significant correlation between student's linguistic intelligence and their English speaking skill achievement at third grade students of IAIN Metro. It is proven by the result of data analysis which r_{xy} is 0.567. In standart significant table, for standart significant 5% r_t is 0.444. While, for standart significant 10% r_t is 0.561. Or can be written as $0.444 < 0,567 > 0.561$ It meant $r_{xy} > r_t$. So, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. Therefore, it can be summarized that linguistic intelligence has strong correlation to English speaking skill achievement.

B. SUGGESTION

Based on the result of the study, the research purpose some suggestions concerning the research finding as follow:

1. For teachers, they should be aware to the psychology factors of students, like multiple intelligence especially linguistic intelligence in English speaking skill achievement. So, the students can get a good achievement in English speaking.

2. For students, they should prepare the idea which when speaking. They also should try and try to improve their English. It will make them ready to expressing their idea and get a good achievement..

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APPENDIXES



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IAIN METRO

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NPM : 1601070150

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Rabu, 15 Juli 2020		✓	Revise your grammar enrich your theory. Revise cover	
2	Senin, 20 Juli 2020		✓	Revise Chapter II enrich reference	
3	Kamis, 23 Juli 2020		✓	see in library	

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 27/07	✓		Revise Objective of Research Perbedaan penelitian dengan penelitian relevan	Ahm
	Rabu 29/07	✓		Revise sesuai saran	Ahm
	Senin 03/08	✓		Acc Bab selanjutnya	Ahm
	Senin 10/08	✓		Tambahkan konsep speaking Tambahkan Hypothesis	Ahm
	Senin 29/08	✓		Tambahkan statistical Hypothesis lanjut Bab III	Ahm
	Senin 21/08	✓		perbaiki sampling teknik Tambahkan teknik analisis	Ahm
	Kamis 03/09	✓		dala dan rumusnya Acc di seminarakan	Ahm

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis, 14 Januari 2021		✓	M. Subhan Roza	Ahm

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 20 Januari 2021	✓		Perbaiki dan Rapi kan Judul sesuai buku pedoman Tambahkan instrumen test untuk speaking skill dan linguistic intelligence	
2.	senin 08 februari 2021	✓		Acc Apo	

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Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis, 18 Maret 2021		✓	Perbaiki Halaman Judul Perbaiki Typo Tulisan Revisi Tabel	
	Rabu, 24 Maret 2021		✓	Beri penjelasan setiap tabel Revisi conclusion sesuaikan dengan Result of the Research.	
	Jumat, 26 Maret 2021		✓		

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Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 15 April 2021	✓		Tambahkan Discussion yang meliputi What, Why and How	
2.	Rabu, 21 April 2021	✓		Acc Munagorah	

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Nomor : B-2379/In.28.1/J/TL.00/07/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
REKTOR IAIN METRO LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **HERMI MARIA**
NPM : 1601070150
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE CORRELATION BETWEEN STUDENTS LINGUISTIC INTELLIGENCE AND THEIR ENGLISH SPEAKING SKILL ACHIEVEMENT AT THIRD GIRD STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TARBIYAH AND TEACHERS TRAINING IN STATE INSTITUTE DEPARTMENT OF METRO

untuk melakukan *pra-survey* di IAIN METRO LAMPUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juli 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
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28 Oktober 2019

Lampiran : -

Perihal : Balasan Izin Pra Survey

Kepada Yth.

Hermi Maria

di

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 22 Oktober 2019 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama	: Hermi Maria
NPM	: 1601070150
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul proposal	: The Correlation Between Students Linguistic Intelligence And Their English Speaking Skill Achievement At Thrid Gird Students Of English Education Study Program Faculty Of Tarbiyah And Teachers Training In State Institute Departement Of Metro

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor

Wakil Rektor Bidang Akademik dan
Kelembagaan



Sunairi



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Nomor : 3619/In.28/R.1/TL.00/10/2019

28 Oktober 2019

Lampiran : -

Perihal : Balasan Izin Pra Survey

Kepada Yth.

Hermi Maria

di

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 22 Oktober 2019 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama	: Hermi Maria
NPM	: 1601070150
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul proposal	: The Correlation Between Students Linguistic Intelligence And Their English Speaking Skill Achievement At Thrid Gird Students Of English Education Study Program Faculty Of Tarbiyah And Teachers Training In State Institute Departement Of Metro

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor

Wakil Rektor Bidang Akademik dan
Kelembagaan



Sunairi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0688/In.28/D.1/TL.01/03/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : HERMI MARIA
NPM : 1601070150
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN STUDENTS LINGUISTIC INTELIGENCE AND THEIR ENGLISH SPEAKING SKILL ACHIEVMENT AT THIRD GRADE STUDENTS OF IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 09 Maret 2021

Wakil Dekan I,



[Signature]
Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-0689/In.28/D.1/TL.00/03/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0688/In.28/D.1/TL.01/03/2021, tanggal 09 Maret 2021 atas nama saudara:

Nama : **HERMI MARIA**
NPM : 1601070150
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN STUDENTS LINGUISTIC INTELIIGENCE AND THEIR ENGLISH SPEAKING SKILL ACHIEVMENT AT THIRD GRADE STUDENTS OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Maret 2021
Wakil Dekan I,

Dra. Isti Fatonah MA
NPM 16670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

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Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : 1315/In.28/R.1/TL.00/04/2021
Lampiran : -
Perihal : Izin Research

8 April 2021

Yth.
Hermi Maria
di

Tempat

Menindaklanjuti surat Saudara tanggal 17 Maret 2021 perihal Izin Research, maka dengan ini kami memberikan Izin Research kepada:

Nama : **HERMI MARIA**
NPM : 1601070150
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE CORRELATION BETWEEN STUDENTS LINGUITIC
INTELIGENCE AND THEIR ENGLISH SPEAKING SKILL ACHIEVENT
AT THIRD GRADE STUDENTS OF IAIN METRO.

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

An. Rektor
Wakil Rektor Bidang Akademik dan
Kelembagaan



Sunairi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-292/In.28/S/U.1/OT.01/04/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : HERMI MARIA
NPM : 1601070150
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070150

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 April 2021
Kepala Perpustakaan

D. As'ad, S.Ag., S.Hum.M.H.
NIP.197505052001121002

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : HERMI MARIA

NPM : 1601070150

Fakultas : FTIK

Angkatan : 2016

Telah menyerahkan buku berjudul *Linguistic Code - Switching*



SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : HERMI MARIA

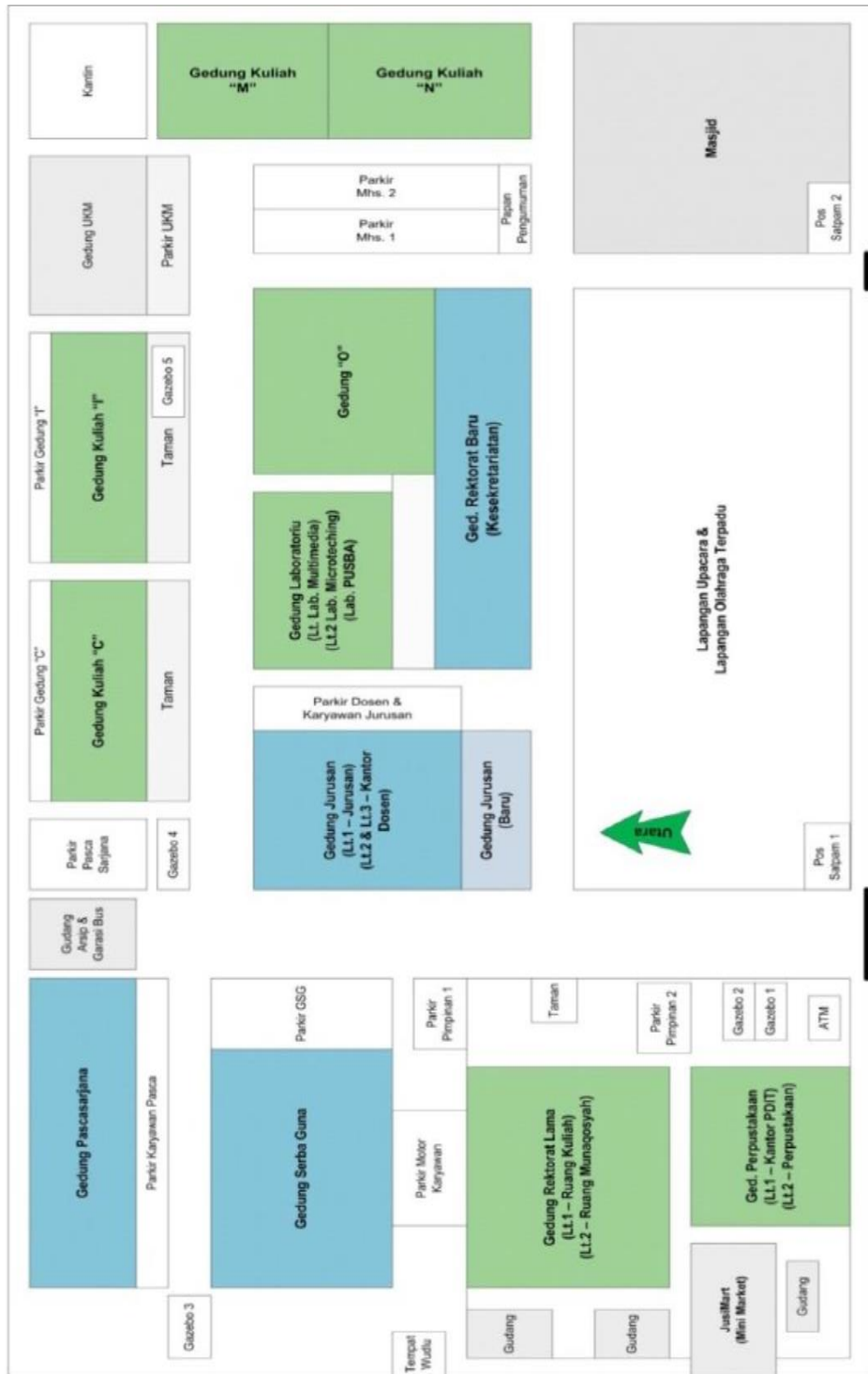
NPM : 1601070150

Fakultas : FTIK

Angkatan : 2016

Telah menyerahkan buku berjudul *Linguistic Code - Switching*

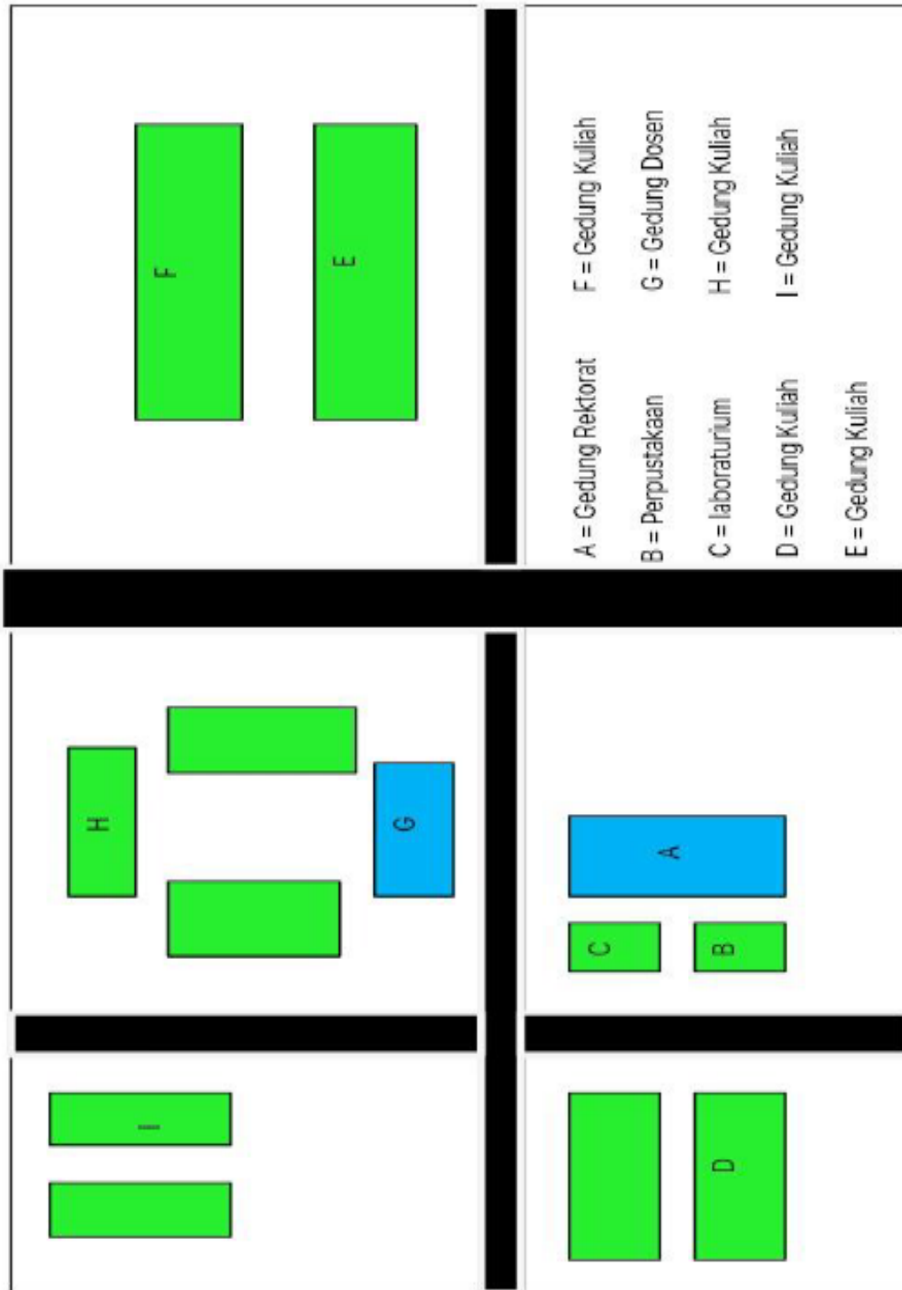




= Kantor
 = Multi fungsi

The Location Sketch of IAIN Metro (Campus 1)

The Location Sketch of IAIN Metro 2



The Location Sketch of IAIN Metro Campus 2

QUESTIONNAIRE LINGUSTIC INTELLIGENCE

Name :

Class :

Date :

No	Linguistic Intelligence Characteristics	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	I enjoy reading all kinds of materias					
2.	Taking notes helps me remember and understand					
3.	I faithfully (routinely/always) contact friends through letters or e-mail					
4.	It is easy for me to explain my ideas to others					
5.	I keep writing journal and/or diary					
6.	Word puzzles like crosswords and jumbles are fun					
7.	I write for pleasure					
8.	I enjoying playing scrabble, anagram and passwords					
9.	I like study about foreign language					
10.	Debates and public speaking are activities that Ilike participate in					
11.	My conversation includes frequent references to thing that I have read or heard					

12.	I cherish my book collection					
13.	I find that it is easy to remember quotes and phrases and we have them in conversation					
14.	It easy for me to make up story					
15.	High sensitivity to all aspect of language: listening, speaking, reading and writing					
16.	Good knowledge about the structure of language: can regognise and applay grammar rules					
17.	I have capacity to use language to accomplish certain goals					
18.	I have knowledge of many different uses for language, such as persuasion, negotiation, information and pleasure					
19.	Ability to interpret others					
20.	I have flexibility to extracting meaning when speaking several language					
21.	I am good at spelling and sensitive to patterns					
22.	I am good at memorizing for general knowledge					
23.	Like to use “fancy” words					
24.	I can hear words					

	in many head before I read, speak or write them down					
25.	I get more out of listening to the radio or spaker word recording than I do from television or film					

LINGUISTIC INTELLIGENCE TEST

Name :

Class :

Date :

Direction:

1. Write your name, class and date in the column provided
2. Choose the correct answer
3. Do this exercise within 45 minutes

1. The north olate river.... from Wyoming into Nebraska.

- a. it flowed
- b. flowing
- c. flows
- d. with flowing water

2. A pride of lions.... up to forty lions, including one of three males, several males can cubs.

- a. Can contain
- b. Contain
- c. It contains
- d. Containing

3.tea plant are small and white.

- a. The
- b. Having flowers the
- c. On the
- d. The flower of the

4. Any possible academic assistance from taking stimulants....marginal at best.

- a. it is
- b. is
- c. that is
- d. as

5. Henry Adams born in Boston,....famous as a novelist.

- a. became
- b. and became d. and the became
- c. he was
- d. and the became

6.in the first draft of budget will not necessarily be in final draft.

- a. although it appears c. what appears
- b. it appears d. despites its apperance
- c. what appears
- d. despites its apperance

7. Vitamin C is necessary for the prevention and.... of scury.

- a. it cures
- b. cures
- c. cure
- d. for curing

8. the use of detail is method of deelopng a controlling idea, and almost all students employ this method.

- a. that most common
- b. more common
- c. common
- d. most common

9. The speed of lights is the speed of sound.

- a. faster
- b. one fastest
- c. much faster than
- d. as fast

10.discussed by the board of directors when it was proposed again by the supervisors.

- a. The problem had already
- b. The problem had already been
- c. The problem is already
- d. The problem has already

11. Her fever is to ignore.

- a. high to much
- b. too high
- c. too much high
- d. so high

Text for question 12-15

The La Brea tar pits, located in Hancock Park in the Los Angeles area, have proven to be an extremely fertile source of Ice Age Fossils. Apparently, during the period of the ice age. The tar pits were covered by shallow pools of water., when animals came there to drink, they got caught in the sticky tar and perished. The tar not only trapped the animals leading to their death, but also served as remarkably effective preserving, allowing near perfect skeletons to remain hidden until the present area.

In 1960, the remains of a huge prehistoric bear discovered in the tar pits alerted archeologists to the potential treasure lying within the tar. Since the thousand or so well- preserved skeletons have been uncovered, including the skeletons of camels, horses, wolves, tigers, sloths and dinosaurs.

12. Which of the following is NOT true about La Brea Tarpits ?
- they contain fossils that are quite old.
 - they are found in Hancock Park.
 - they have existed since the ice age.
 - they are located under swimming pool.
13. The pronoun “they” in line 4 refers to...
- The La Brea Tarpits
 - Shallow pool of water
 - Ice age fossil
 - animals
14. According to the passage, how did the ice animals die ?
- the water poisoned them
 - they got stuck in the tar
 - they were attacked by other animals
 - they were killed by hunters
15. When did archeologist become aware of the possible value of the contents of the tarpits ?
- during the ice age
 - thousand and thousand years ago
 - Early in twentieth century
 - within the past decade

Text for question 16-20

Manic depression is another psychiatric illness that mainly effect the mood. A patient suffering from disease will alternate between period of mani excitement and extreme depression with or without relatively normal period in between. The changes in mood suffered by a manic depressive patient go far beyond the day to day change experienced by the general population. In the period of

manic excitement the mood elevation can become so intense that it can result extended insomnia, extreme irritability and heightened aggressiveness. In the period of depression, which may last for several weeks or months, a patient experiences feeling of general fatigue, uselessness and serious cases, may contemplate suicide.

16. The paragraph preceding this passage most probably discuss...

- a. When manic depression develops
- b. Now manic depression can result suicide
- c. Now moods are determined
- d. the intense type of mental illness

17. The main topic of this passage is ...

- a. Various psychiatric illness
- b. How depression affect the mood
- c. The mood changes of manic depression
- d. The intense periods of manic excitement

18. The passage indicates the most people...

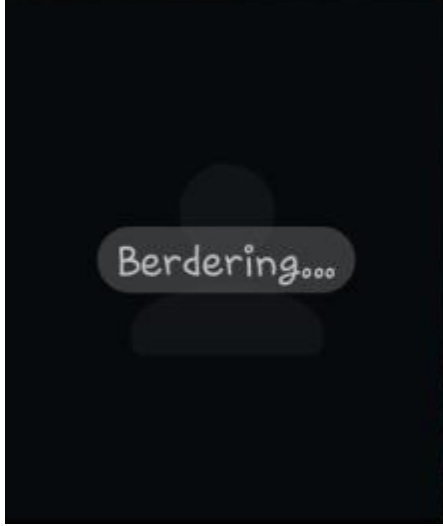
- a. Become highly depressed
- b. Switch wildly from high to lows
- c. Experience occasional shifts in mood
- d. Never undergo change

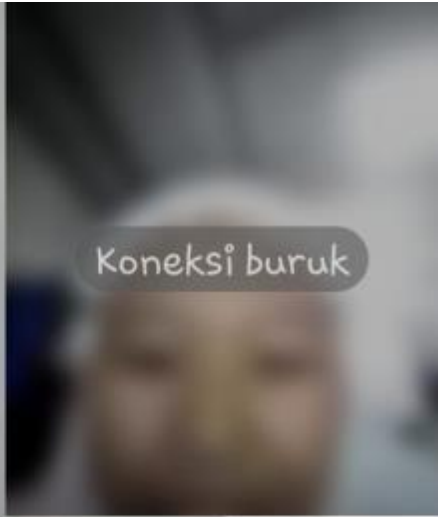
19. The passage implies that...

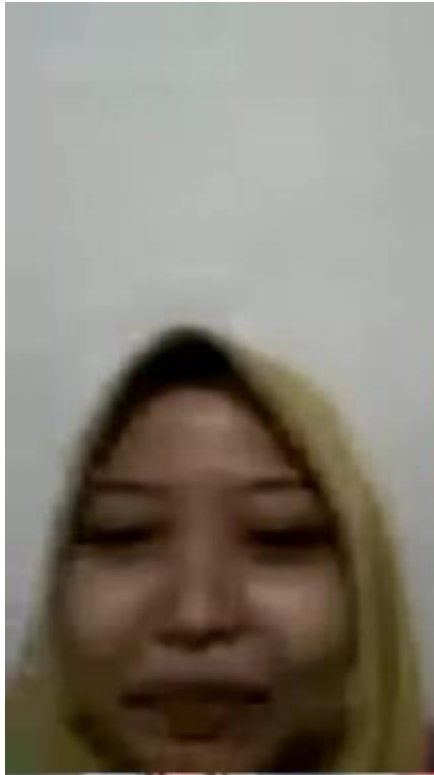
- a. Change from excitement to depression occur frequently and often
- b. Only manic depression patients experience aggression
- c. The depressive phase of this disease can be more harmful than the manic phase
- d. Suicide is inevitable in cases manic depression

20. According to the passage, a manic depressive patients in a manic phase would be feeling...

- a. Unhappy
- b. highly emotional
- c. Angry
- d. patient









CURRICULUM VITAE



Hermi Maria was born in Tulang Bawang, Lampung on December 31th, 1995. She is the daughter of Mr. Yakobus Sutino and Mrs. Veronika Martinah. Currently she live in the village of Unit 2, Kec. Banjar Agung, Kab. Tulang Bawang.

She enrolled her study at SDN 01 Pagar Buana graduated in 2007 After that, she continued to Junior High School at SMPN 01 Way Kenanga graduated in 2010. After graduating in the Junior High School, she studied in SMKS Taruna Jaya graduated in 2013. Then in different years, in 2016, she continued her study in the English Education Department of State Institute for Islamic Studies (IAIN) of Metro.