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CHAPTER I INTRODUCTION

A. The Background of the Problem

Each person has an individual intelligence profile, consisting of different capacities that are related to all the nine intelligences. These intelligences constitute how individuals process information. In addition, Multiple Intelligence theory supports the idea of existence of a number of intelligences that result in a unique cognitive profile for each person.

Gardner (1999) differentiates among intelligence and domains. He defines intelligence as a person's biopsychological potential by virtue of their species membership, but domain is viewed as a socially constructed human endeavor. As such, several intelligences can be applied in the same domain, and the same intelligences in many domains. And he defines linguistic intelligence as the ability to use language as a means to understand the order and the meaning of words.

Gardner has introduced the revolutionary theory of Multiple Intelligences which states that there are other types of intelligences in addition to the linguistic intelligence such as mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, naturalistic intelligence, existential intelligence and intrapersonal intelligence.

Based on the nine intelligences discussed earlier, the most suitable intelligence for the human language is linguistic intelligence. According to Baum, Viens, and Slatin (2005), linguistic intelligence is the capacity to use

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language, your native language, and perhaps other languages, to express what's on your mind and to understand other people.

Haboush (2010) explained that the majority of people think that reading depends only on the linguistic skills and individual possesses. Reading is a psycholinguistic process and it starts with a linguistic surface representation encoded by a writer and ends with a meaning which the reader constructs. Moreover, according to IMI (Institute of Multiple Intelligence) (2011), people with high linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, discussion, and debate.

According to Armstrong (2003), linguistic intelligence has been assumed to be the most important domain of intelligence contributing to reading comprehension performance because it deals with the ability to manipulate different components of language including syntax, phonology, and the semantics or meaning of language. According to Butler (2002), reading comprehension is defined as students' ability to demonstrate an overall understanding of the text, providing inferential as well as literal information, drawing conclusions, and making connections to their own experience. Furthermore, according to Varghese (2013), people with linguistic intelligence love and are talented with words. They enjoy reading, writing and learning languages.

Based on Gardner's statement (1983), children with linguistic intelligence excel at reading, writing, telling stories, and doing crossword or other word puzzles. Armstrong (2009) stated that a person who has linguistic

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intelligence with the high ability, they think through the words. They also love reading, writing, telling stories, and playing word games.

Islamic Junior High School Darul Qur'an Tarai Bangun is a formal school, it has done English teaching and learning to the students, especially for reading skill. Similar to other schools in Indonesia, this school uses school-based curriculum as guidance in teaching and learning process. In this school, at the second semester of the eight grade, English is taught 1 meeting x 40 minutes in a week. The standard competence stated in the syllabus is the students are able to comprehend the meaning of the short functional texts and essay such as narrative, report, descriptive, and procedure text on daily life context and access the knowledge. In this research, the researcher focuses on narrative text. In order to assess students' reading comprehension, the researcher used multiple choice. This technique was designed by using four choices and the respondent chose one, it was based on the question. While, the table below shows the scoring rubric for assessing the students' reading comprehension:

Table I. 1

The Scoring Rubric of Reading Comprehension

No	Range	Description
1	80-100 (Very Good)	Students understand very well about the social function and generic structure; identify very well the topic, reference, information, and language features of the text; answer very well the questions.
2	70-79 (Good)	Students understand well about the social function and generic structure; identify well the topic, reference, information, and language features of the text; answer well the questions.
3	60-69	Students understand enough about the social

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	(Enough)	function and generic structure; identify enough the topic, reference, information, and language features of the text; answer enough the questions.
4	50-59 (Less)	Students understand little about the social function and generic structure; identify little the topic, reference, information, and language features of the text; answer little the questions.
5	0-49 (Fail)	Students do not understand about the social function and generic structure; they do not identify the topic, reference, information, and language features of the text; they do not answer the questions.

Based on the syllabus and school-based curriculum, the passing grade is 78 and categorized into good, it means the students understand well about the social function and generic structure; identify well the topic, reference, information, and language features of the text; answer well the questions.

School-based curriculum also supports to develop students' linguistic intelligence. In the syllabus for junior high school, in teaching and learning activity, they do the activities that are related to characteristic of linguistic intelligence, especially for reading narrative text activities, the teacher will ask the students about the story that they like, and tell the story briefly, after that, the teacher will explain about narrative text, such as about the orientation, complication and resolution of the text, also using past tense. After that, they will do some activities, such as asking and answering based on the popular story to develop their vocabulary, listening to the teacher who reads narrative text or reads aloud the narrative text.

Children with linguistic intelligence are recognisable. In secondary school, they will not complain about writing an essay or reading the passage.



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Their traits are high sensitivity to all aspects of language; like to read, write, talk and listen, often speak of what they have read, like word games, puzzles, cherish their book collection, good memory for general knowledge, easily remember quotes and famous sayings, can describe abstract concepts well, can communicate their viewpoints in a clear, and refined manner, and have a good ability to reason and interpret the others, like to acquire new words and new language, and appreciate grammar and meaning. In order to measure students' linguistic intelligence, the researcher used questionnaire to ask their agreement and disagreement of characteristic of linguistic intelligence.

Based on preliminary study on October 12th 2016 at Islamic Junior High School Darul Qur'an Tarai Bangun, the teacher said that the students had some problems, firstly, some of the students got difficulties to find the main idea, and to obtain specific information from the text, but few of the students could answer the question about the text correctly. There were some students who did not understand what they read. They had to read a few times to get the point of the text. This problem wasted the students' time because they had to read from the first word until the last word of the text only to find out the main idea and they read again to find out the gist, and it made them more confused. Secondly, some of the students understood the question about the text well, but they had different perception in answering the question. This problem happened when the students answered the multiple choice question or the essay. Sometimes, the choices of the answer have the similar meaning. This happened because the students had different intelligence, experience, and skill of comprehending the text.



Thirdly, some of the students were interested in reading activity but few of the students felt bored and disturbed their friends. In the fact, the students liked learning the foreign language (especially English), but were still lazy in reading the text. This happened because the students got bored of the long text and did not understand the meaning of the vocabulary. And the last, when answering the question, some of the students only searched the similar word of the text as the correct answer, while few of the students pretended to cheat her/his friend's answer. It was difficult for the students to answer some questions about the text, so the students seldom read the text and tried to find the answer by cheating their friend.

Based on these phenomena and the closer relation between linguistic intelligence and reading comprehension discussed earlier, the writer was interested in conducting a research entitled **“The Correlation between Students’ Linguistic Intelligence and Their Reading Comprehension at Islamic Junior High School Darul Qur’an Tarai Bangun Kampar Regency.”**

B. The Definition of Terms

This thesis was the correlation between Students’ Linguistic Intelligence and their reading comprehension at Islamic Junior High School Darul Quran Tarai Bangun Kampar Regency. It needs to define the terms used to avoid misunderstanding and misinterpreting.

1. Linguistic Intelligence

According to Walnut (2002), Linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to

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express what's on your mind and to understand other people. Moreover, Armstrong (2003) defines Linguistic Intelligence as the understanding of the phonology, syntax, and semantics of language, and its pragmatic uses to convince others of a course of action, help one to remember information, explain or communicate knowledge, or reflect upon language itself.

2. Reading Comprehension

According to Danny and Timothy (2008), reading refers to the ability to comprehend or make meaning from a written text, whereas comprehension is the ability to know or grasp the ideas with the mind. In addition, according to Reading Study Group (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In conclusion, reading comprehension is the level of understanding a written language that involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.

C. The Problems of the Research

1. The Identification of the Problems

Based on the symptoms gained from the research's observation, the researcher identifies the problems as follows:

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- a. Why do some of the students get difficulties to find the main idea and to obtain specific information from the text?
- b. Why do few of the students have different perception in answering the question?
- c. Why do some of the students feel bored and disturb their friends while reading activity?
- d. Why do some of the students pretend to cheat their friends when answering the reading comprehension's questions?

2. The Limitation of the Problems

There are plenty of problems including in this research, the researcher realizes that it is impossible to carry out a research covering all the problems in terms of time limitation, energy, finance, and so forth. Therefore, the writer limits and focuses on the scope of the correlation between students' linguistic intelligence and their reading comprehension especially in reading narrative text at Islamic Junior High School Darul Quran Tarai Bangun Kampar Regency.

3. The Formulation of the Problems

The problem of this research is formulated in the following questions:

- a. How is the students' linguistic intelligence at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency?

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- b. How is the students' reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency?
- c. Is there any significant correlation between linguistic intelligence and reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency ?

D. The Objective and the Significance of the Research**1. Objective of the Research**

Based on the research question formulated above, the objectives of this research are as follows:

- a. To find out the students' Linguistic Intelligence at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.
- b. To find out the students' reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.
- c. To find out whether or not there is a significant correlation between students' Linguistic Intelligence and their reading comprehension at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.

2. Significance of the Research

Related to the objective of the research above, the significance of this research is as follows:

- a. To increase the researcher's knowledge about Linguistic Intelligence and reading comprehension and then to share the knowledge to others.

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- b. To provide valuable information for other English researchers about the relationship between students' Linguistic Intelligence and their reading comprehension of narrative text..
- c. The title has never been conducted yet by the other researchers.

E. Reasons for Choosing the Title

There are some reasons of why the researcher thinks it is a need to conduct this research. Those are as follows:

1. The problems of the research are interesting to be researched. The teachers have to know the correlation between students' linguistic intelligence and their reading comprehension in order to make them able to improve their reading comprehension.
2. The title of this research is relevant to the researcher's status as a student of English Education Department.
3. The title of this research is not yet investigated by other previous researchers.
4. The location of the research facilitates the researcher in conducting this research.