

**THE EFFECTS OF VERBAL INTELLIGENCE AND VOCABULARY  
MASTERY TOWARDS STUDENTS' WRITING SKILL  
(A Survey Study at Senior High School  
in Plumbon Subdistrict - Cirebon Regency)**

**THESIS**

Presented as Partial Fulfillment of the Requirement for the Magister Degree of  
Language Education Programme



**By**

**Suharni  
NPM: 14PSC01617**

**GRADUATE PROGRAMME  
WIDYA DHARMA UNIVERSITY KLATEN  
2016**

APPROVAL

THE EFFECTS OF VERBAL INTELLIGENCE AND VOCABULARY  
MASTERY TOWARDS STUDENTS' WRITING SKILL

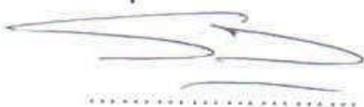
(A Survey Study at Senior High School  
In Plumbon Subdistrict - Cirebon Regency)

By

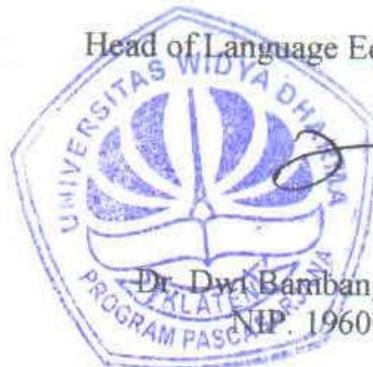
Suharni

NIM 14PSC01617

A thesis approved by:

Name	Signature	Date
Consultant I Dr. Sudaryanto NIK. 691 200 258		7/16 7/16/16
Consultant II Dr. Endang Ekojati, M. Hum. NIK. 690 886 103		7/16 /10

Head of Language Education Research Programme



  
Dr. Dwi Bambang Putut Setiyadi, M. Hum.  
NIP. 19600412 198901 1 001

ACCEPTANCE

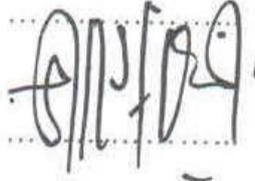
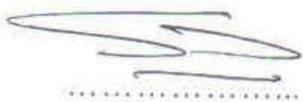
THE EFFECTS OF VERBAL INTELLIGENCE AND VOCABULARY  
MASTERY TOWARDS STUDENTS' WRITING SKILL

(A Survey Study at Senior High School  
in Plumbon Subdistrict - Cirebon Regency)

By  
Suharni  
NIM 14PSC01617

The Thesis was accepted by Board of Examiners of the Magister Programme  
of the Language Education Programme Widya Dharma University Klaten

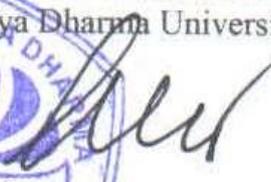
On, October 31<sup>st</sup>, 2016

	Name	Signature	Date
Chairman	Dr. DB Putut Setiyadi, M. Hum. NIP. 19600412 198901 1 001		26/10/2016
Secretary	Dr. Hersulastuti, M. Hum. NIP. 19650421 198703 2 002		29/10/2016
Member	Dr. Sudaryanto NIK. 691 200 258		26/10/2016
Member	Dr. Endang Ekojati, M. Hum. NIK. 690 886 103		

Accepted by

Director of Graduate Programme  
Widya Dharma University



  
Prof. Dr. Herman J. Waluyo, M.Pd  
NIK. 690115345

Head of Language Education  
Research Programme



Dr. D. B. Putut Setiyadi, M. Hum.  
NIP. 19600412 198901 1 001

## PRONOUNCEMENT

The undersigned's:

Name : Suharni

Student's Number : 14PSC1617

Study Programme : Language Education of Graduate Programme

Widya Dharma University of Klaten

Hereby I certify that as follows:

Title : **THE EFFECTS OF VERBAL INTELLIGENCE AND  
VOCABULARY MASTERY TOWARDS STUDENTS' WRITING  
SKILL** (A Survey Study at Senior High School in Plumbon Subdistrict  
- Cirebon Regency)

is not a plagiarism or made by other. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 31<sup>st</sup> October 2016

The Researcher,



Suharni

## **DEDICATION**

These pieces of work are dedicated to:

1. My dear father. Forgive me Dad. I hope that I can embrace you in the paradise. Amin.
2. My honorable mother. I really appreciate your wonderful kindness. May Allah bless you.
3. My brother and sisters. I love you deeply.
4. My beloved husband and children for their love and motivation in finishing this thesis.
5. Thanks to all family for the support and spirit in completing this thesis.

## **MOTTO**

Success is the ability to pass through one failure to the next  
without losing the spirit, -Winston Churchill-

The first step to research is a giant step for the science.  
(Aris Sudarsono, amateur writer)

To be a champ, you have to believe in yourself  
when nobody else will. -Sugar Ray Robinson-

## **ACKNOWLEDGEMENT**

First of all, the researcher would like to praise to Allah SWT, the Almighty for the blessing and mercy given to her in finishing this thesis. The thesis entitled “**THE EFFECTS OF VERBAL INTELLIGENCE AND VOCABULARY MASTERY TOWARDS STUDENTS’ WRITING SKILL**” (A Survey Study at Senior High School in Plumbon Subdistrict - Cirebon Regency).

In doing this research, the researcher realizes that the accomplishment of this thesis proposal would not have run well without any help from others. She wishes to give her sincerest gratitude and appreciation to:

1. Prof. Dr. H. Triyono, M.Pd as Rector of Widya Dharma University who has given the facilities to conduct a research and to accomplish the study at Graduate Programme of the Language Education Programme.
2. Prof. Dr. Herman J. Waluyo, M.Pd, as Director of the Graduate Programme of Education Language Programme of Widya Dharma University.
3. Dr. Sudaryanto and Dr. Endang Eko Djati S., M. Hum. the first and second consultant, who have given their guidance theoretically, practically, and personally in conducting this thesis proposal.
4. All lecturers in Graduate Programme of the Language Education Programme.

5. H. Nugro Wicokro, S.Pd., M.Pd.I., the headmaster of SMAN 1 Plumbon, and other headmasters who have given their permission to study and to conduct this research in their school.
6. All English teachers of Senior High School in Plumbon Subdistrict who have given their contribution to this study and to conduct this research in their class.
7. Her beloved husband, her beloved parents, and her beloved sisters and brothers, her beloved children, who have given their support, love and pray continuously for her success.
8. All her friends (Kuncirbegal - The Widhers) who have always supported, given spirit and prayed.

Finally, the researcher would like to express her deep gratitude to those who have helped her so that she can accomplish this research. She really thanks so much to each of them.

She realizes that this thesis is still far from being perfect. That is why she always expects criticisms and suggestions from the readers and users in order to make improvement. However, the writer hopes that this thesis can be useful for other writers and teachers, especially English teachers.

Klaten, October 2016

The Researcher

## TABLE OF CONTENTS

	Page
APPROVAL .....	i
ACCEPTANCE .....	ii
PRONOUNCEMENT .....	iii
DEDICATION .....	iv
MOTTO .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS.....	viii
TABLE OF PICTURES .....	xi
TABLE OF TABLES .....	xii
LIST OF APPENDICES .....	xiv
ABSTRAK .....	xv
ABSTRACT .....	xvi
CHAPTER I: INTRODUCTION.....	1
A. Background of the Research.....	1
B. Identification of the Research.....	6
C. Limitation of the Research.....	7
D. Formulation of the Problem .....	8
E. Objectives of the Research .....	8
F. Significances of the Research .....	9
CHAPTER II: UNDERLYING THEORIES, RELEVANT RESEARCHES, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS .....	10

A. Underlying Theories .....	10
1. Verbal/Linguistics Intelligence .....	10
2. Vocabulary Mastery .....	15
3. Writing Skill .....	23
B. Relevant Researches.....	27
C. Conceptual Framework .....	28
D. Hypothesis .....	29
CHAPTER III: RESEARCH METHODOLOGY.....	30
A. Research Design .....	30
B. Research Setting .....	31
1. Research location.....	31
2. Research time.....	40
C. Variable of the Research .....	40
1. Verbal Intelligence.....	40
2. Vocabulary Mastery.....	42
3. Writing Skill.....	44
D. Population and Sample .....	46
E. Technique of Collecting Data .....	47
F. Validity and Reliability of Instrument .....	48
G. Technique Of Analyzing Data .....	55
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	57
A. Description of Data.....	57
1. Data Description of Verbal Intelligence (X1 .....	58
2. Data Description of Vocabulary Mastery (X2) .....	64
3. Data Description of Students Writing Skill (Y).....	70

B. The Test of The Requirements Analysis.....	75
1. The Test of Data Normality With One-Sample KS.....	75
2. Linearity Test of Regression Line.....	78
3. The Test of Multicollinearity .....	81
C. Test of Hypothesis.....	82
D. Interpretation and Discussion of Findings and Limitations of the Research.....	86
CHAPTER V: CONCLUSIONS AND SUGGESTIONS.....	92
A. Conclusions.....	92
B. Implications .....	94
C. Suggestions.....	95
BIBLIOGRAPHY .....	96
APPENDICES .....	99

## TABLE OF PICTURES

	Page
1. The fundamental difference between right and left hemisphere function ..11	
2. Conceptual Framework .....28	
3. Research Variables .....30	
4. The Histogram of Verbal Intelligence.....60	
5. The Histogram of Verbal Intelligence of SMA Students.....62	
6. The Histogram of Verbal Intelligence of SMK Students.....63	
7. The Histogram of Vocabulary Mastery.....65	
8. The Histogram of Vocabulary Mastery of SMA Students.....67	
9. The Histogram of Vocabulary Mastery of SMK Students.....69	
10. The Histogram of Students' Writing Skill.....71	
11. The Histogram of Writing Skill Score of SMA Students.....73	
12. The Histogram of Writing Skill Score of SMK Students.....74	
13. The Histogram of Normality Test.....76	
14. Normal Q-Q Plot on Verbal Intelligence.....77	
15. Normal Q-Q Plot on Vocabulary Mastery .....77	
16. Normal Q-Q Plot on Students' Writing Skill.....78	

## TABLE OF TABLES

	Page
1. Students' Verbal Intelligence Indicators .....	41
2. Vocabulary Questionnaire Indicators .....	44
3. Writing Assessment Scoring .....	45
4. Population and Sample Target .....	46
5. Verbal Intelligence Variable Validity .....	49
6. Test Reliability Verbal Intelligence .....	50
7. Vocabulary Mastery Variable Validity .....	51
8. Test Reliability Vocabulary Mastery .....	52
9. Students' Writing Skill's Score .....	52
10. Result of Data Description Research .....	58
11. Variable Frequency Distribution of Verbal Intelligence.....	59
12. Verbal Intelligence Score of SMA Students.....	61
13. Verbal Intelligence Score of SMK Students.....	62
14. Variable Frequency Distribution of Vocabulary Mastery.....	65
15. Vocabulary Mastery of SMA Students.....	66
16. Vocabulary Mastery of SMK Students.....	68
17. Variable Frequency Distribution of Students' Writing Skill.....	70
18. Writing Skill Score of SMA Students.....	72
19. Writing Skill Score of SMK Students.....	73
20. One-Sample Kolmogorov-Smirnov Test.....	75
21. The Results of The Linearity Test of Regression Lines of the Effects	

	Variable X1 on Variable Y.....	79
22.	The Results of The Linearity Test of Regression Lines of the Effects of Variable X2 on Variable Y.....	79
23.	The Results of The Linearity Test of Regression Lines of the Effects of Variable X1 and X2 on Variable Y.....	80
24.	The Results of Multicollinearity Test.....	81
25.	The Results of The Calculation of Coefficient of the Effects of Variable X1 and X2 towards Variable Y.....	81
26.	The Results of the Calculation of Significance of Coefficients Regression of The Effects of Variable X1 and X2 towards Variable Y.....	82
27.	The Results of Calculation of Equation Regression Lines of the Effects of Variable X1 and X2 towards Variable Y.....	82

## LIST OF APPENDICES

	<b>Page</b>
1. The Test of Normality .....	100
2. Pplot of The Test of Normality.....	101
3. The Test of Multicollinearity .....	102
4. The Test of Regression Lines of Verbal Intelligence Towards Writing Skill.....	103
5. The Test of Regression Lines of Vocabulary Mastery Towards Writing Skill .....	104
6. Descriptive Data of Verbal Intelligence, Vocabulary Mastery Towards Writing Skill.....	105
7. The Result of Verbal Intelligent Questionnaire .....	106
8. The Result of Vocabulary Mastery Questionnaire .....	107
9. The Main Data .....	108
10. Students' Writing Skill's Score .....	110
11. Students' Worksheets .....	113
12. Verbal Intelligence (Kecerdasan Bahasa) Questionnaire .....	114
13. Vocabulary Mastery Questionnaire.....	116
14. Syllabus .....	119
15. Research Letters .....	129

## ABSTRAK

Suharni, NIM. 14PSC1617. *The Effect of Verbal Intelligence and Vocabulary Mastery Towards Students' Writing Skill* (A Survey Study in Senior High School in Plumbon Subdistrict – Cirebon Regency Academic Year 2016/2017). Tesis, Program Studi Magister, Pendidikan Bahasa, Universitas Widya Dharma Klaten, 2016.

Penelitian ini bertujuan untuk mengetahui pengaruh kecerdasan bahasa dan penguasaan kosakata terhadap keterampilan menulis siswa di kelas XI Sekolah Menengah Atas di Kecamatan Plumbon – Kabupaten Cirebon Propinsi Jawa Barat.

Populasi penelitian adalah siswa kelas XI Sekolah Menengah Atas di Kecamatan Plumbon – Kabupaten Cirebon Propinsi Jawa; terdiri dari 490 siswa SMA dan SMK dengan sampel 80 siswa. 40 siswa SMA dan 40 siswa SMK. Penelitian ini merupakan desain penelitian kuantitatif. Teknik pengumpulan data yang digunakan peneliti: angket dan dokumentasi. Hasil dari analisis 25 item, seperti yang telah diuji coba di SMAN 1 Plumbon – Cirebon diperoleh 22 item yang valid. Setelah data Kecerdasan Bahasa dan Penguasaan Kosakata dikumpulkan, maka data yang dihitung secara statistik menemukan pengaruh antara dua variabel. Yaitu variabel bebas (X), Kecerdasan Bahasa dan Penguasaan Kosakata, dan variabel terikat (Y), Keterampilan Menulis Siswa.

Hasil penelitian menunjukkan bahwa: **1).** Ada pengaruh yang sangat signifikan dari kecerdasan bahasa dan penguasaan kosakata terhadap keterampilan menulis siswa. Berdasarkan hasil informasi ANNOVA tabel 4.11, uji  $F = 48,800$  dengan nilai signifikan  $0,000 < 0,005$ . **2).** Ada pengaruh yang sangat signifikan dari kecerdasan bahasa terhadap keterampilan menulis siswa. Uji  $T = 3,300$ , sementara  $T$  tabel = 1,991. Karena nilai signifikan  $0,001 < 0,050$  dan uji  $T < T$  tabel. Ada perbedaan di nilai rata-rata. Rata-rata nilai siswa SMA 71,425 dan siswa SMK 70,750. Jadi nilai rata-rata kecerdasan bahasa siswa SMA lebih baik daripada siswa SMK. **3).** Ada pengaruh yang sangat signifikan dari penguasaan kosakata terhadap keterampilan menulis siswa. Ada perbedaan juga di nilai rata-rata. Nilai rata-rata penguasaan kosakata siswa SMA 82,00 dan siswa SMK 88,50. Jadi nilai rata-rata penguasaan kosakata siswa SMA lebih baik daripada siswa SMK.

Kata Kunci: Kecerdasan Bahasa, Penguasaan Kosakata dan Keterampilan Menulis Siswa.

## ABSTRACT

Suharni, NIM. 14PSC01617. *The Effect of Verbal Intelligence and Vocabulary Mastery Towards Students' Writing Skill* (A Survey Study in Senior High School in Plumbon Subdistrict – Cirebon Regency Academic Year 2016/2017). Thesis Language Education Programme, Magister Programme, Widya Dharma University Klaten, 2016.

This research aims to know the effects of verbal intelligence and vocabulary mastery towards students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict – Cirebon Regency of West Java Province.

The population of the research is XI Grade students of Senior High School in Plumbon Subdistrict – Cirebon Regency of West Java Province in the Academic Year 2016/2017; consist of 490 students of SMA and SMK with the sample is 80 students. They are 40 students of SMA and 40 students of SMK. This research uses quantitative research design. The technique of collecting data that the researcher uses: questionnaire and documentation. Results of the analysis of 25 items, as tested in Senior High School 1 Plumbon – Cirebon Regency obtained 22 valid items. After data of Verbal Intelligence and Vocabulary Mastery had been collected, the data were statistically computed to find out the effect between the two variables. They are independent variable (X), verbal intelligence and vocabulary mastery, and dependent variable (Y), students' writing skill.

The research findings were : **1).** There are significant effects of verbal intelligence and vocabulary mastery towards the students' writing skill. Based on the result of ANOVA output table 4.11 ,  $F_{\text{observe}} = 48,800$  with value significant  $0,000 < 0,05$ . **2).** There is effect of verbal intelligence towards the students' writing skill .  $T_{\text{observe}} = 3,300$ , while the  $T_{\text{table}} = 1,991$ . Because the *Sig value*  $0,001 < 0,050$  and  $t_{\text{observe}} < t_{\text{table}}$ . There is differentiate in average score; SMA students' average score is 71,425 and SMK students' average score is 70,750. SMA students' score is better than SMK. **3).** There is an effect of vocabulary mastery toward the students' writing skill. There is also differentiate in average score; SMA students' average score is 82,00 and SMK students' average score is 88,50. SMK students' vocabulary is better than SMA.

Key Words : Verbal Intelligence, Vocabulary Mastery and Students' Writing Skill.

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English is a tool to communicate orally and writing. Understanding the purpose is to understand and communicate disclose information, thoughts, feelings, and develop science knowledge, technology and culture of English language. English is a foreign language for the Indonesian students. To understand it is needed intelligence. Multiple intelligence is a very important factor for success. It influence so many things, because it has eight kinds of multiple intelligence that may affect various skills. It is normal that everyone wants to get success in her/his life. By using multiple intelligence it strengthen for achieving the goals quickly and effectively. According to Howard Gardner as quoted by Thomas Armstrong in the book entitled “Setiap Anak Cerdas” in the chapter two (2003:18-38) and Haryanto, S.Pd on <http://belajarpikologi.com/multiple-intelligences-atau-kecerdasan-ganda/> states :

Kecerdasan seseorang meliputi unsur-unsur kecerdasan matematika logika, kecerdasan bahasa, kecerdasan musikal, kecerdasan visual spasial, kecerdasan kinestetik, kecerdasan interpersonal, kecerdasan intrapersonal, dan kecerdasan naturalis. Dan **Kecerdasan bahasa** menunjukkan kemampuan seseorang untuk menggunakan bahasa dan kata-kata, baik secara tertulis maupun lisan, dalam berbagai bentuk yang berbeda untuk mengekspresikan gagasan-gagasannya.

The researcher would like to focus the multiple intelligence from the second number called *kecerdasan bahasa* or verbal intelligence. It is very essential to master a language especially English. By reading the verbal intelligence above the researcher concludes that: Verbal intelligence is to

show someone using language and words both in written text and oral way in various forms to express his/her ideas. Students who have great verbal intelligence are indicated by fun activity related to a language such as : reading, writing essay, poem and wise words, etc. They tend to have stronger memory especially names of people, terms, or detailed things. They are easier to learn/research by listening and speaking. So for a new language they have a better skill than the other students without verbal intelligence.

Buzan (2002:3) states that verbal intelligence is the ability to ‘juggle’ the alphabet of letters: to combine them into words and sentences, The Verbal IQ tends to be measured by the size and range of the vocabulary, and by the ability to see relationship between words.

Vocabulary is a basic need that will be very important to master a language. As quoted by David Wilkins, Thornbury (2007: 13):

“Without grammar very little can be conveyed, without vocabulary nothing. If you spend most of your time researching grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”

Vocabulary is considered as one of the important elements in mastering English, especially writing skill in improving some new words. They will be very important for understanding any English text. This statement is supported by Thornbury (2007: 1). He says :

“All languages have words, Language emerges first as words, both historically, and in terms of the way each of us first and any subsequent languages. The coining of new words never stops. Not does the acquisition of words, and learning new meanings for old words.”

By reading the two arguments above the researcher concludes that by mastering vocabulary people express their ideas and understand English text well. People get a better improvement if they have more words and more expressions to convey what they think both in written text and orally. Furthermore people get good achievement if they never stop reading and writing to enrich new vocabularies, because new words bring us in a better understanding way.

The above statement reveals that mastery vocabulary is very important but students are lack of vocabulary. Furthermore, Hammer (1991: 23) assets that for many years vocabulary was seen as supplementary to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give student something to suspend on reading text, but was frequently not a main focus for learning itself. Words are basic structure blocks of language, in fact survival level of communication take quite comprehensibly when people simply link words together without any grammatical rules applied at all.

In fact the use of appropriate vocabulary cancel out structural incorrectness. Based on this authenticity, recently, methodologist and linguist have increasingly turned their attention to vocabulary, learning stressing their importance in language teaching and reassessing some of the ways it is thought and learn. It means that vocabulary plays a very essential task in language teaching. The objective of language teaching is to develop students' skills, namely listening, speaking, reading and writing. The acquisition of meaning also influences the performance of students on those skills.

So the vocabulary mastery is needed for the students to express their idea or their understanding either oral or written. Buzan (2002:4) says that words have tremendous power. Those people who harness the strength of words give themselves the power to persuade, to inspire, to mesmerize, and to influence in all manner of ways the human brain. It is not surprising, then, that words and their power have become one of the most important currencies in the 'Knowledge Revolution' of the 21<sup>st</sup> century.

English has been a very important subject at school, especially in facing a globalization era. Related to learning English, there are four language skills, namely: Listening, Speaking, Reading, and Writing which should be mastered by the students in integrated ways and four language components, such as: grammar, vocabulary, pronunciation, and spelling. In another way the students should be excellent and be familiar with both four language skills and four language components.

Teaching English as a foreign language with four language skills are great challenges for all foreign language teacher, especially English teacher. It's aim at providing the students to achieve communicative competence in four language skills, especially writing skill.

Why is writing skill? In this research the researcher wants to inform that writing skill is very important for a better giving idea or opinion about something.

Langan (2005:12) in his book states:

“..... writing is “a natural gift” rather than a learned skill. People with such an attitude think that they are the only ones for whom writing is unbeatably difficult. They imply that they simply do not have a talent for writing, while others do. A realistic attitude about writing must build on the idea that *writing is a skill*. In addition to believing that writing is “a

natural gift". The truth is that *writing is a process of discovery* involving a series of steps, and those steps are very often a zigzag journey."

In Cirebon Regency, some English Contests are held every year, either for Senior High School students or Junior High School students. The kinds of the contests are such as: reading poem, news caster, speech, story telling, and debate contest. There isn't any contest to develop students' ability in writing skill. The researcher has surveyed to some schools in Cirebon regency and found that there aren't any English wall magazine. And there is not any English contest in Senior High School Plumbon Subdistrict - Cirebon Regency .

The researcher has interviewed some English Senior High School teachers, namely: Mr. Khusen, S. Pd., Mrs. Eny, S. Pd. and Mrs. Hj. Kanirah .S. Pd. from Senior High School 1 Plumbon Cirebon on January 16-18, 2016. They said that the students' writing skill is low. And another English teacher, Mrs. Ine Silviyanti, S Pd. from Senior High School 1 Beber Cirebon in the interview on January 22, 2016 about the same thing said that the students' interest and motivation are still low. Beside there are no programme which motivate the students to develop their writing skill neither in schools nor in the government environment.

Based on the interview among some students of Senior High School Plumbon Subdistrict - Cirebon Regency (Sherina, Runari, Meldha) that held on January 18, 2016 about writing skill, they said that writing is difficult because they are not able to write something without mastering vocabulary. They also said that they face problem in writing well such as: lacking of grammar understanding, lacking of writing practice, and lacking of vocabulary mastery. The problems give a great challenge for English teachers for understanding them. It means that

in the end of teaching and learning process the English teachers should make all of the students having good competence in writing.. So they are able to make a good writing or an article to send to the newspaper or magazines.

Senior High School in Plumbon Subdistrict - Cirebon Regency is one of the Senior High School in Cirebon regency which is located in the nearest with the researcher. The problems experienced by most students in creating appropriate writing text have encouraged the researcher's interest to conduct the research in this school.

The researcher wants to know about "The Effects of Verbal Intelligence and Vocabulary Mastery Towards Students' Writing Skill" in XI Grade of Senior High School in Plumbon Subdistrict – Cirebon Regency Academic Year 2016/2017.

## **B. Identification of the Problems**

This research is to analyze the effects of verbal intelligence and vocabulary mastery towards student's writing achievement. They are:

1. Is there any effect of verbal intelligence towards the student's writing skill in XI Grade of the Senior High School in Plumbon Subdistrict - Cirebon Regency?
2. Is there any significant effect of vocabulary mastery towards the student's writing achievement in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency?
3. Does the vocabulary mastery affect significantly towards the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict -

Cirebon Regency?

4. Do the verbal intelligence and vocabulary mastery affect significantly towards the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency?
5. Do the students with good verbal intelligence get good scores at writing test in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency?
6. Do the students with good vocabulary mastery get good scores at writing test in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency?

### **C. Limitation of the Problem**

The researcher chooses the limitation of this research on the problem: "The effects of verbal intelligence and vocabulary mastery towards the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency."

The researcher limits the problems whether:

1. Verbal intelligence affects towards students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency.
2. Vocabulary mastery towards the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency.
3. Verbal intelligence and vocabulary mastery effect towards the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency.

#### **D. Formulation of the Problem**

Based on the explanation above, the researcher formulates this problem as the followings:

1. Are there any significant effects of verbal intelligence and vocabulary mastery on the students' writing skill in XI Grade of the Senior High School in Plumbon Subdistrict - Cirebon Regency Academic Year 2016/2017?
2. Is there any significant effect of verbal intelligence on the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency Academic Year 2016/2017?
3. Is there any significant effect of vocabulary mastery on the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency Academic Year 2016/2017?

#### **E. Objectives of the Research**

In view of the formulating problems, the objectives of this research are :

1. To know whether the verbal intelligence affects students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency Academic Year 2016/2017.
2. To find out whether there is any significant effect of vocabulary mastery towards the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency Academic Year 2016/2017.
3. To find out whether there is any significant effect of verbal intelligence and vocabulary mastery towards the students' writing skill in XI Grade of Senior High School Plumbon Subdistrict - Cirebon Regency Academic Year 2016/2017.

## **F. Significances of the Research**

1. For the English teacher
  - a. To know the degree of students' intelligent especially in writing skill.
  - b. To know the students' vocabulary mastery in writing skill.
  - c. To improve the quality of teaching learning process especially in writing skill.
  - d. To help English teachers to increase teaching effectiveness and to know their students' personal competences that influence the students' writing skill.
2. For the MGMP (Musyawarah Guru Mata Pelajaran/Teacher Association) of Cirebon Regency.
  - a. The result of this research can give valuable input about the condition of the students' verbal intelligent and vocabulary mastery in their writing skill in Plumbon Subdistrict – Cirebon Regency.
  - b. To encourage the policy to give so more change to the students to develop their writing ability through many activities that the students will be interested motivated in writing English.
3. For the other researchers
  - a. The result of this research adds the knowledge and references. The information of the problems in learning English for English teachers and especially about the effects of verbal intelligence and vocabulary mastery on students' writing skill.
  - b. The result of this research can give valuable input to other research.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Based on the hypothesis test and discussion of findings in this chapter the researcher would like to explain conclusion and suggestion completely. The conclusions are the answers of formulation of the problems in the chapter 1.

#### A. Conclusions

Here are some important conclusions based the facts in the previous chapter :

**1. There are significant effects of verbal intelligence and vocabulary mastery collaboratively towards the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency, West Java.**

From the testing of Significance coefficients regression in the table 4.11.on page 72 with the SPSS program 21 version found that the regression coefficient is significant, which is indicated by the value of  $Sig = 0.000$  and  $F_{observe} = 48,800$  while  $F_{table} = 3,115$  so that the  $Sig\ value = 0,000 < 0.05$  and  $F_{observe} > F_{table}$  or regression is significant, which means it is true that there is **a positive influence** on free variables X1 (Verbal Intelligence) and X2(Vocabulary Mastery) jointly to the bound variable Y (Student's Writing Skill).

The conclusion was  $H_0$  rejected or  $H_1$  accepted that both variables X1 and X2 had affected significantly toward students' writing skill. The researcher found that verbal intelligent was dominant factor to affect students'

writing skill, because if the students have some good habit on reading books and writing essay or wise word, they will get enjoyable life related towards and speech.

**2. There is significant effect of verbal intelligence towards the students' writing skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency, West Java.**

From the testing of hypothesis Obtained in the table 4.12 on page 73 that the  $Sig = 0.000$  and  $t_{observe} = 94,68$ , while the  $T_{table} = 1,991$ . Because the  $Sig\ value < 0.05$  and  $t_{observe} > T_{table}$  then  $H_0$  is rejected or  $H_1$  accepted which means there is **a significant influence** of free variable  $X_1$  (Verbal Intelligence) to the bound variable  $Y$  (Student's Writing Skill). Verbal intelligence is a good habit to explore the students' talent and students' intelligence in some useful activities, such as : listening music, reading books, writing essay/story, public speaking and so on. So it is very important to support the students' writing skill. Based on this research it greatly influenced their writing skill.

**3. There is an effect of vocabulary mastery toward the students' writing comprehension skill in XI Grade of Senior High School in Plumbon Subdistrict - Cirebon Regency, West Java.**

From the testing of hypothesis Obtained in the table 4.12 that the  $Sig = 0.187$  and  $t_{observe} = 3,300$  while the  $T_{table} = 1,991$ . Because the  $Sig\ value = 0,001 < 0.05$  and  $t_{observe} > T_{table}$  then  $H_0$  is accepted means there is **a significant**

**influence** of free variable X2 (Vocabulary Mastery) to the bound variable Y (Student's Writing Skill). Many English teachers would like to focus on writing activities for a better writing skill, but don't ignore vocabulary mastery. Without vocabulary mastery there is no ideas to write or communicate to others. So improve the students' writing skill to express the ideas in written information.

## **B. Implications**

The discovery of a significant positive relationship between students' verbal intelligence and vocabulary mastery either alone as well as together with their writing skill results in some research implications of the following bellow.

First, theoretical conceptual model which is reflected through the hypothetical relationships between variables research has been verified empirically. The implications of the theory is that the students' writing skill is not be granted, but is determined by several factors and two of them are verbal intelligence and vocabulary mastery.

Second, the implications of the theory produces key policy implication that the students' writing skill is pursued through increases verbal intelligence and vocabulary mastery, in detail some of the implications of these policies are described as follows.

1. Some efforts do to improve verbal intelligence in increasing their writing skill.

This research empirically shows that verbal intelligence is one of the determinants for the level of students' writing skill. This finding suggests

that efforts to increase students' writing skill is done by improving verbal intelligence. It is gained by doing fun language activities such as: reading, writing an essay, poem, and wise words, etc.

2. Some efforts do to improve vocabulary mastery in increasing their writing skill.

Empirical research shows that vocabulary mastery is one of the determinants for the level of students' writing skill.

Vocabulary as has been stated in the research of theory in the front, it is seen that vocabulary is a basic need and important to master a language. It is considered as one of the important elements in mastering English, especially writing skill in improving some new words. It is concluded that by mastering vocabulary people express their ideas both in written and oral. They enrich new vocabularies by improving their habit in reading and writing.

### **C. Suggestions**

Based on the conclusion above the researcher would like to give some useful suggestions :

1. We should increase the students' verbal intelligence and students' vocabulary mastery intensively, so we can get the better scores at students' writing skill. We should remember that language is a habit. By using drills of vocabulary tasks the students will learn various new words. Then they also need the exercises of vocabulary. The teacher can apply drill and exercise on vocabulary in the classroom. Finally the

researcher believed that they can get better scores at writing test if the English teacher increase students' verbal intelligence and students' vocabulary mastery .

2. There is a way to optimize the students' intelligence on writing skill.

The best way is to make the students having good verbal intelligence in some different activities, such as :creative to write, writing fiction story or telling a joke and story, easy to memorize name, place, or things, enjoy reading books in free time, easy to spell words well, like poem and word game, like to answer crosswords like scrabble or anagram, enjoy listening utterance ( story, radio, book and so on), has great vocabulary at her/his age and powerful at reading and writing activity. Based on this research verbal intelligence affected the students' reading skill significantly.

3. The researcher really hopes some readers' suggestion to make the research perfect. The researcher believed that this research was not perfect yet. Finally the researcher hopes that this thesis will be very useful to increase the teachers' knowledge and competence.

## BIBLIOGRAGHY

- Alkuhli, Ali. (1976). *English as a Foreign Language, Linguistic Background and Teaching Methods*. Riyadh: Riyadh University.
- Armstrong, Thomas. (2003). *Setiap Anak Cerdas: Panduan Membantu Anak Belajar Dengan Memanfaatkan Multiple Intelligence-nya*. Jakarta: Gramedia.
- Brandt. (2005). *Journal of Writing Research*. USA. Saint Louis University.
- Buzan, Tony. (2002). *The Power of Verbal Intelligenc:10 Ways to Tap into Your Verbal Genius*. New York: Perfectbound
- Evelyn Rientje. (2009). *Grammar Made Easy Through Charts*. Jakarta: Intimedia.
- Frank, Marsella. (1972). *Modern English: A Practicle Reference Guide*.New Jersey. Prentice Hall, Inc.
- Gadner, Haward. (1983). *Multiple Intelligences*. New York. Bacik Book.
- George E. Wishon. (1980). *Let's Write English*. Melbourne: American Book Campany
- Geiser & Studley. (2001).*Improving the Writing Skills of College Students*. USA. Saint Louis University.
- Harmer, Jeremy. (2001). *How To Teach Vocabulary*. New York: Longman.
- \_\_\_\_\_(2007a).*How To Teach Writing*. New York: Longman.
- \_\_\_\_\_(2007b).*How To Teach English*. New York: Longman.
- Hornby, A.S. (1987). *OxfordAdvanced Learner's Dictionary of Current English* New York: Oxford.
- <http://belajarpsikologi.com/multiple-intelligences-atau-kecerdasan-ganda>. Posted by Anengdeny. Just Another WordPress.Com at May 15<sup>th</sup>, 2012. download on Monday, 13 th of September 2016 at 03.21 pm.

[http://menulisbersama Posted by Aswir.co.id/2010/03/meningkatkan-penguasaan-kosakata-bahasa.html](http://menulisbersama.Posted%20by%20Aswir.co.id/2010/03/meningkatkan-penguasaan-kosakata-bahasa.html). download on Monday, 13 th of September 2016 at 03.21 pm.

Hyland, Ken. (2002). *Teaching and Researching Writing*, Pearson Education Limited.

96

Irawan, Dimas M.A. (1986). *Et..... Grammar Practice*. Jakarta: Bintang Indonesia.

Kellogg, Ronald T. and Bascom A. Raulerson III. (2001). *Psychonomic Bulletin & Review* (Production Number RCE709). Improving the Writing Skills of College Students. USA. Saint Louis University

\_\_\_\_\_(2006). *Professional Writing Expertise*. New York. Cambridge University Press.

\_\_\_\_\_(2008). Training skills: A cognitive development perspective. *Journal of Writing Research*, 1 (1).1-26. USA. Saint Louis University

Knapp, Peter.& Megan Watkins. (2005). *Genre, text, Grammar Technologies for Teaching and Assessing Writing*. Australia: Everbest Printing.

Langan, John. (2005). *College Writing Skill with Reading (6<sup>th</sup> Ed.)*. New York: The Mc. Grow Hill Companies.

Nizar, Muhammad. (2008). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Nanan, Suryana. (2007). *The Guidance of English Use*. Bandung: Nobel.

Nunan, David.(2003). *Practical English Language Teaching (International Ed.)*, Singapore: Mc. Grow Hill Companies.

Ramly, Amir Tengku. (2011). *Pumping Talent*. Bandung. Kawan Pustaka.

Sunjoyo, Roni Setiawan, Verani Coralina, Nonie Magdalena, dan Albert Kurniawan. (2013). *Aplikasi SPSS untuk Smart Riset (Program IBM 21.0)*. Bandung. Alfabeta.

Schoen, Carol. (1982). *The Writing Experience*. USA. Addition-Wesley Education.

Triyono. (2013). *Metodologi Penelitian Pendidikan*. Klaten. Ombak.

Thornbury, Scott. (2002), *How To Teach Vocabulary*. Kualalumpur: Longman.

Thomson. A. J., A. V. Martinet. (1986). *A Practical English Grammar*. London: Oxford University Press.

[www.earthquakecountry.com](http://www.earthquakecountry.com). 2016. Southern California Earthquake. download on Monday, 13 th of September 2016 at 03.21 pm.

[www.sanabila.com](http://www.sanabila.com)>2015/03>macam-macamvocabularydisaster/ 03 Maret 2015.Center @USC

[www.thefreedictionary.com](http://www.thefreedictionary.com). 2003-2016. Farlex, Inc. download on Wednesday, 15th of September 2016 at 05.15 pm.