The Correlation between Linguistic Intelligence and Students' Narrative Performance at Stain Jurai Siwo Metro

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Abstract

This present study aims at knowing the correlation between linguistic intelligence and sudents' narrative performance at STAIN Jurai Siwo Metro. This   research used quantitative approach and correlation design. The population of this research was all of the students at the third semester of English Education Study Program of STAIN Jurai Siwo Metro, which was divided into seven classes. The researcher just took one class randomly as sample (cluster random sampling). There are two variables investigated in this research, the independent variable is linguistic intelligence and the dependent variable is students' narrative performance. The data of this study were obtained by distributing questionnaire set and the free writing test. Then, they were analyzed by using Pearson Product Moment formula. In this study, the researcher calculated the score between two variables and found that the score of computed r $_{calculation}$ was 0,934. The score of r $_{table}$ with 30 as the degree of freedom (df) = N-2 was 0,374 at 0,05 level of significance. The findings of this research revealed that the score of r $_{calculation}$ was higher than the score of r $_{table}$, so the alternative hypothesis was accepted. It could be concluded that there was positive correlation between linguistic intelligence and students narrative performance at the third semester of English Education Study Program at STAIN Jurai Siwo Metro.

Keywords: Correlation; Linguistic Intelligence; Multiple Intelligence; Narrative Performance

1. Introduction

This study examines human's intelligences. Intelligence is the ability to learn, understand and think in a logical way about things; the ability to do this well. each student is differently in their intelligence, therefore their capability to write are not same because their intelligence is not same one each other. Gardner identified eight forms of intelligence: linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and natural (Munif Chatib and Alamsyah Said, 2012: 79). Linguistics intelligence is related to the students' writing. Because written language is one characteristics of linguistics intelligence. In the other hand, the writer asserts that despite of students has multiple intelligence but not every them do have the same of linguistic intelligence. Writing is a psychological activity of the language user to put information in the written text (Sanggam Siahan, 2008: 215). Recently, there has been wide interesting the discussion of linguistics intelligence. Every student has differently of linguistics intelligence. Due to linguistics intelligence is the capacity to use words effectively whether orally or in writing. Sometime students who master in

speech not always they can write well, also students who master in writing not always they master in speech.

This study aims to know the third semester of English Education Study Program at State Islamic College Metro has studied about the narrative, but their ability in writing narrative is not good enough. These problems are the students unable to elaborate the ideas into paragraph well, the teacher tried to teach grammar optimally, however the students are unable to master it well, and the teacher tried optimally in giving vocabulary; however, the students are lack to enrich and memorize it. Concerning the problems are faced by the students in writing narrative, understanding about students' linguistics intelligence is an importance thing. The teacher should be able to know it to help students in developing of thinking critically in their writing. The present study focused on the correlation between linguistics intelligence and students' narrative performance at third semester of English Education Study Program of State Islamic College Metro. The writer assumes that linguistics intelligence has correlation to the students' narrative performance.

2. Background

2.1. Multiple Intelligence

Humans are the most superior beings who created by God from another beings in the world. They can think with their mind and can master more than one language, it is caused of their intelligence. In human activity language plays as important role in human's activities. It can be used to communicate, interact, and negotiate with others. God gives humans the superiority namely intelligence, include IQ, EQ, and SQ. Every human is unique, because it has a different intelligence with different levels of development. Another intelligence that people can develop is multiple intelligences. The multiple intelligence theory that was proposed by Howard Gardner published in his book "Frame of Mind" in 1983. This theory, developed by his team at Harvard University, which suggest that "there are several and relatively independent intelligences which can be combined in a various ways by individuals. There are eight types of multiple intelligences and one of the type is linguistic intelligence. The multiple intelligence as defined by Hoerr (2000) are in the following:

1. Linguistics: sensitivity to the meaning and order of words.
2. Logical-mathematical: the ability to handle chains of reasoning and recognize patterns and order.
3. Spatial: the ability to perceive the world accurately and to recreate or transform aspects of that world.
4. Bodily–kinesthetic: the ability to use the body skillfully and handle objects adroitly.
5. Musical: sensitivity to pitch, melody, rhythm, and tone.
6. Interpersonal: The ability to understand people and relationships.
7. Intrapersonal: access to one's emotional life as a means to understand oneself and others.
8. Naturalist: The ability to recognize and classify the numerous species, the flora and fauna, of an environment.

Moreover, Thomas Armstrong pointed the characteristic each intelligence as follows:

1. Linguistic—Word Smart
2. Logical-mathematical—Number Smart or Logic Smart: "How many of you can do math?" "How many people here have done a science experiment?"
3. Spatial—Picture Smart: "How many of you draw?" "How many of you can see pictures in your heads when you close your eyes?" "How many of you enjoy watching television and films or playing video games?"
4. Bodily-kinesthetic—Body Smart, Sports Smart, or Hand Smart (each term represents a different aspect of this intelligence): "How many of you like sports?" "How many of you enjoy making things with your hands, like models or Lego structures?"
5. Musical—Music Smart: "How many of you enjoy listening to music?" "How many of you have ever played a musical instrument or sung a song?"
6. Interpersonal—People Smart: "How many of you have at least one friend?" "How many of you enjoy working in groups at least part of the time here in school?"
7. Intrapersonal—Self Smart: "How many of you have a secret or special place you go to when you want to get away from everybody and everything?" "How many of you like to spend at least part of the time working on your own here in class?"
8. Naturalist—Nature Smart: "How many of you enjoy being out in nature?" "How many of you have ever had a butterfly collection, an insect collection, a collection of leaves from trees in your neighborhood, a collection of shells, or some other kind of collection of natural things?" "How many of you have pets or enjoy spending time with animals?"

MI helped us recognize that all of us have different intelligence profiles; not only do we learn differently, we teach differently too." (Thomas, 2000: 5). It means that MI assisted people know that every people have contrasting smartness profile; not only conduct the people study unequally, but in teaching so. A Key Learning Community middle school student says, "MI makes you learn different things about yourself. It brings out hidden talents." (Linda Campbell and Bruce Campbell, 1999: 11).

2.2. Linguistic intelligence and students' writing

Linguistic intelligence is the ability of the individual which involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals (Gardner, 2005: 5). This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people. Definition of the researchers mean by linguistic intelligence is the ability of the student when the student as the ability to use words effectively and the ability of the student in learning a foreign language in this case is English language. Thus, in English language learning students are able to master the skills that must be mastered in the English language that is writing skills. According to McCrimmon (1957: 3) "Writing is a process that can be learned and used; it is not, like height, a product of the genes about which little or nothing can be done." It can be noted that

writing is process everyone can study about it and used it. Furthermore, Brown (2001: 337). points out that "writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive." It can be assumed that writing is to pour the content from what the person feeling and thinking on that time by using words.

Siahan (2008: 2) pointed that "the written productive language skiil is called writing. It is the skill of a writer to communicate to a reader or group of readers." It can be repeated that writing is fertile language competence, this competence of writer to talk with the reader. Moreover, he states "Writing is a psychological activity of the language user to put information in the written text." It can be inferred that writing is the activities of the writer to put the news in the written text.

A tendency towards Linguistic Intelligence is the motivation of the written and spoken word. In addition, 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. People with linguistic intelligence love and had an ear for words. They enjoy reading, writing and learning languages. They have an ability to teach and explain things to others.

Therefore, the researcher wants to conduct a research to find out whether there is significant correlation or not between linguistic intelligence and students' narrative performance. And statement of the problem of this study is: "Is there any correlations positively and significance between students' linguistics intelligence and their narrative performance at the third semester of English Education Study Program?" Based on the research problem, the purpose of this study is to find out the correlation between linguistic intelligence and the students' narrative performance at the third semester of English Education Study Program at STAIN Jurai Siwo Metro. Individuals with linguistic intelligence has the following characteristic:

1. Writes better than average of age
2. Spins tall tales or tells jokes and stories
3. Has a good memory for names, places, dates, or trivia
4. Enjoys word games
5. Enjoys reading books
6. Spells word accurately (or if preschool, does developmental spelling that is advanced for age)
7. Appreciates rhymes and tongue twisters
8. Enjoys listening to the spoken word (stories, commentary on the radio, talking books)
9. Has a good vocabulary for age
10. Communicate with others in a highly verbal way
11. Writing effectively, understanding and applying the rule of language, he mechanical aspect of writing and use vocabulary effectively

Detterman (2008) stated that *"Linguistic intelligence* involves aptitude with speech and language." It means that linguistic intelligence entails natural ability or skill at doing something with talk and wording such as speaking, pronouncing, reading, writing etc.

Moreover Gardner (1983) stated that "Linguistic competence is, in fact, the intelligence—the intellectual competence—that seems most widely and most democratically shared across the human species." It can be assumed that linguistic competence is the conceptual ability in the human race. He also stated that ". . . oral and written forms of language doubtless draw on some of the same capacities, specific additional skills are needed to express oneself appropriately in writing. . ." It can be noted that kind of spoken or written of language almost certainly draw on some of the same capabilities, particular additional talents are reqired to state oneself properly in writing.

Armstrong stated that "linguistics 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 and journalist), (2003: 12). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language and the pragmatic dimensions or practical uses of language". It means that linguistics is the ability in using words it visible from orally or writing, this intelligence involve the capability to steer about the syntax, the phonology, the semantics and pragmatic in language.

Furthermore, he pointed out that "linguistics-reading test, language test, the verbal sections of intelligence and achievement test." It means that linguistic test can be tested through reading, writing, speaking and accomplishment test. Moreover, he notes that, "each of the eight intelligences in his theory meets the criterion of being able to be symbolized. Each intelligence in fact, has its own unique symbol or notational system. "For linguistic intelligence, there are a number of spoken and written languages such as English, French and Spanish." It illustrates that own unique symbol of linguistics its can know from the capability in verbal section and writing, such as English, French and Spanish.

2.3. *The characteristic of students' intelligence*

Provides brief descriptions of the capacities of children who display proclivities in specific intelligences. Keep in mind, however, that most students have strengths in several areas, so you should avoid pigeonholing a child in only one intelligence. You will probably find each student pictured in two or more of these intelligence descriptions.

Table 1

The Characteristics of Intelligences			
Children who are highly . . .	**Think . . .**	**Love . . .**	**Need . . .**
Linguistic	In words	reading, writing, telling stories, playing word games	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
Logical-Mathematical	by reasoning	experimenting, questioning, fi guring out logical puzzles,	materials to experiment with, science materials, manipulatives, trips to planetariums and

		calculating	science museums
Spatial	in images and pictures	designing, drawing, visualizing, doodling	art, Legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Bodily-Kinesthetic	through somatic sensations	dancing, running, jumping, building, touching, gesturing	role-play, drama, movement, building things, sports and physical games, tactile experiences, hands-on learning
Musical	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening	sing-along time, trips to concerts, playing music at home and school, musical instruments
Interpersonal	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal	in relation to their needs, feelings, and goals setting goals,	meditating, dreaming, planning, reflecting	secret places, time alone, self-paced projects, choices
Naturalist	through nature and natural forms	playing with pets, gardening, investigating nature, raising animals, caring for planet earth	access to nature, opportunities for interacting with animals, tools for investigating nature (e.g., magnifying glasses, binoculars)

2.4. Narrative Text

Narrative is an account or description of events in the past, which entails following a time sequence or chronological order (i.e. earliest first). (Jourdan, 2003: 27). It means that narrative is telling stories in the past which it had a need of the order that events and actions happen in. Narrative aims to entertain, to gain and maintain the attention of the reader or

listener a story. Narrative also aims to educate, inform, convey a reflection on the experience of the author, and are no less important is to develop the imagination of the reader or listener. Imaginary narrative text generally, but there are also factual narrative text, which tells the true incidence.

The generic structure of narrative is *firstly*, orientation: It is about the opening paragraph where the characters of the story are introduced (Who, what, when and where). *Secondly*, complication or problem: Where the problems in the story developed. *The last*, resolution: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

From the point of view of language features, narrative is characterized as follows:

1. Participants are often specific and individualized
2. Many action verbs (material processes), and there is also the use of verbal and mental processes.
3. Past tense usually use.
4. Many use linking Words related to time.
5. Often incorporate dialogue and tense will probably change.
6. Descriptive language used for creating images in the minds of readers.
7. Written in the first person (I), or third (he, she, they).

Example of Narrative

One day a young man and woman had meals in one of the best restaurants in the city. After they had intered the restaurants, a nice young waitress help them find the table. After they got on their table, they began to look into the menu. The woman wanted to order the snails with garlic, she let the man look into the menu and let him order what they liked to enjoy. Although his girlfriend thought it was delicious, he did not order snails. He thought it was strange, and instead, he ordered fried brains. After few minutes of waiting, the waitress brought them snails and fried brains.

3. Method
3.1. Learner Subject

These comprise 30 students undertaking the third semester of English education study program of Jurai Siwo Metro in the academic year 2014/2015. Seventeen were female and thirteen were male. All were in the 18-20 age group.There are around 304 students as the population which was divided into seven classes namely A, B, C, D, E, F and G.

Since it was not possible to deal with the whole of the population, so the researcher just took one class as sample consists of 30 students that representative the whole of population. Referring to the explanation above, in conducting this research the researcher applies cluster random sampling, and the researcher tested the hypothesis at 0.05 level of significant.

3.2. Method of Data Collection

In this research, the researcher used two kinds of research insturments to collect the data. They are questionnaire set and test. Firstly, The level of linguistic intelligence was measured by asking the students about their agreement and disagreement about "the characteristic of linguistic intelligence". The students' agreement and disagreement about the characteristic of linguistic intelligence was appeared in the questions presenting in the questionnaire. The questionnaire was given to the students to get the data needed. There were 20 questionnaire items, each item have five alternative responses. To measure the reliability of the questionnaire, the researcher used split half method and computed with Spearman Brown formula. This measurement of the questionnaire used SPSS version 16. The result of this computation of the questionnaire was 0,9843. This indicates that the reliability of questionnaire was High.

Secondly, free writing test intended to measure the student's narrative performance to understand their ability in in writing narrative such as from their organization and development, grammatically, mechanical aspect of writing and use vocabulary effectively. The test used to collect   the   data   to measure   the students' ability in reading comprehension. The test was the researcher given three topics to the students and ordered them to choose one and they composed it by using their own ideas. The topics were about personal experience, fables and legends.

From illustration above, in this research, firstly the researcher gave questionnaire set and test to the students. Secondly, the researcher scored the questionnaire set and test. And finally, researcher computed the both of data to find out whether there was significant correlation or not. The resercher used statistical analyze by using Pearson Product Moment formula to compute the correlation between linguistic intelligence and the students' narrative performance at STAIN Jurai Siwo Metro in the academic year of 2013/1014.

3.3. Data analysis

To investigate whether there is correlation between linguistics intelligence and the students' narrative performance at the third semester of English Department of State Islamic College Metro, the writer analysis the data by using product moment.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Note:

r_{xy} = Correlation Coefficient
N = Number of Students
$\sum X$ = The total number of X grade
$\sum Y$ = The total number of Y grade

4. Results

In this research, the researcher calculated the total score on their linguistic intelligence was 2119 with the percentage high was 17%, average was 66% and low was 16%. Whereas, the researcher calculated the total score of students' narrative performance test was 2139 with the percentage high was 13%, average was 57% and low was 30%. The Computation of the Correlation between Linguistic Intelligence and students' narrative performance $\sum N=30$, $\sum X=2119$,

$\sum Y=2139$, $\sum X2=150693$, $\sum Y2=153419$, and $\sum XY=151984$. The data was analyzed by Pearson Product Moment formula as follow:

$$r_{xy} = \frac{n.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n.\sum X^2 - (\sum X)^2\}.\{n.\sum Y^2 - (\sum Y)^2\}}}$$

From the statistical computation, it can be concluded that the Pearson $r_{calculation}$ was 0.934. While the score of r_{table} with 30 as the degree of freedom (df) = N-2, whereas 30-2 = 28, with level of significance .05 was .374. It means that the score of calculated $r_{calculation}$ was higher than the score of r_{table}. Since the computed $r_{calculation}$ was higher than r_{table} (critical r), therefore the null hypothesis which state that there is no correlation between linguistic intelligence and students' narrative performance was rejected. It means the correlation of the two variables is not significant. The alternative hypothesis which states that there is correlation between linguistic intelligence and students' narrative performance was accepted. It means the correlation of the two variables is significant.

4.1. Linguistic intelligence

Linguistic Intelligence is as the independent variable (X) of the research in getting the data of student's linguistic intelligence, the writer used questionnaire set to students. The scope of the questionnaire set is around the characteristic of linguistic intelligence. The invariant frequency distribution of linguistic intelligence in the questionnaire as follow:

Table 3. The Invariant Frequency Distribution of Linguistic Intelligence

Interval	Frequency	Percentage	Categories
76-85	5	17 %	High
67-75	20	66 %	Average
57-66	5	17 %	Low
	30	100%	

From the above table the writer used the following formula to obtain the invariant frequency distribution of linguistic intelligence scores:

$$I = \frac{NT - NR}{K}$$

Where:

I   : Interval

NT : Highest

NR : Lowest

K   : Criterion

From the table, it can be seen as follows:

The Highest Score: 84

The Lowest Score: 57

While the criteria are divided into 3 that are high, Average, and low, so the interval is:

$$I = \frac{84-57}{3} = \frac{27}{3} = 9$$

Thus, it could be concluded that students in low categories in the table of interval classification above are students who have score from 57-66 are 17%, they were about five students, who have score from 67-75 are 66%, they were about twenty students, their classification into average categories, and who have score from 76-85 are 17%, they were about five students, their classification into high categories.

4.2. *Narrative Writing Performance*

Narrative writing performance is as dependent variable of the research. In order to get the data of student's narrative writing performance the writer used writing test to students. In this case the writer determined free writing of narrative. Then, students are asked to choose one of topics and then make free writing of narrative test. The invariant frequency distribution of narrative writing performance test as follow:

The Invariant Frequency Distribution of Narrative Writing Performance

Interval	Frequency	Percentage	Categories
77-85	4	13%	High
69-76	17	57%	Average
60-68	9	30%	Low
	30	100%	

From the above table the writer used the following formula to obtain the invariant frequency distribution of students' written test scores:

$$I = \frac{NT - NR}{K}$$

Where:

I   : Interval

NT : Highest

NR : Lowest

K   : Criterion

From the table, it can be seen as follows:

The Highest Score: 83

The Lowest Score: 60

While the criteria are divided into 3 that are high, Average, and low, so the interval is:

$$I = \frac{83-60}{3} = \frac{23}{3} = 8$$

 Thus, it could be concluded that students in low categories in the table of interval classification above are students who have score from 60-68 are 30%, they are nine students, who have score from 69-76 are 57%, they are seventeen students, their classification into average categories, and who have score from 77-85 are 13%, they are four students, their classification into high categories.

4.3.   Hypothesis testing

After getting the data of student's linguistic intelligence (X) and narrative performance (Y), then the data are analyzed using the statistical formula. The results of analyzing of the data are as follows:

1. The frequency distribution of students' linguistic intelligence (X) and narrative performance (Y) of the third semester of English Education Study Program of STAIN Jurai Siwo Metro. The writer found the data analysis of students' linguistic intelligence (X) and narrative performance (Y). the result of the data is represented in the table below:

Table 7. The Result of Students' Linguistic Intelligence and Students' Narrative Writing Performance

No	Names	X	Y	XY	X²	Y²
1	NS	80	82	6560	6400	6724
2	PS	57	60	3420	3249	3600
3	NJ	71	71	5041	5041	5041
4	PR	70	72	5040	4900	5184
5	EPS	81	83	6723	6561	6889
6	RU	75	77	5775	5625	5929
7	NK	70	72	5040	4900	5184
8	NKM	70	73	5110	4900	5329
9	R	71	73	5183	5041	5329
10	RA	65	68	4420	4225	4624
11	NIW	68	70	4760	4624	4900
12	AIC	67	70	4690	4489	4900
13	FPR	84	82	6888	7056	6724
14	RM	82	81	6642	6724	6561
15	NH	74	76	5624	5476	5776
16	RCI	78	75	5850	6084	5625
17	RW	75	73	5475	5625	5329
18	FF	70	69	4830	4900	4761
19	RH	63	65	4095	3969	4225
20	NA	66	70	4620	4356	4900
21	RS	67	65	4355	4489	4225
22	RN	67	65	4355	4489	4225
23	RR	69	70	4830	4761	4900
24	RS	69	71	4899	4761	5041
25	NL	69	66	4554	4761	4356
26	RS	67	68	4556	4489	4624
27	DP	67	67	4489	4489	4489
28	PY	73	70	5110	5329	4900
29	NF	66	65	4290	4356	4225
30	PL	68	70	4760	4624	4900
∑		2119	2139	151984	150693	153419

From the above table, the students' name use abbreviation, X is the scores of students' linguistic intelligence, Y is the scores of students' written test. XY is the multiplication of X and Y. X² is quadratic of X, and Y² is quadratic of Y. This symbol "∑" is the total results in the table. To find and to prove whether there is correlation between students' linguistic intelligence and their narrative performance, the writer used the product moment formula:

$$r_{xy} = \frac{n.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n.\sum X^2 - (\sum X)^2\}.\{n.\sum Y^2 - (\sum Y)^2\}}}$$

Where:

N   = 30

$\sum X$ = 2119

$\sum Y$ =2139

$\sum X^2$ =150693

$\sum Y^2$ =153419

$\sum XY$ =151984

$$r_{xy} = \frac{n.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n.\sum X^2 - (\sum X)^2\}.\{n.\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{30.(151984) - (2119)(2139)}{\sqrt{\{30.(150693) - (2119)^2\}\{30.(153419) - (2139)^2\}}}$$

$$= \frac{4559520 - 4532541}{\sqrt{\{4520790 - 4490161\}\{4602570 - 4575321\}}}$$

$$= \frac{26979}{\sqrt{\{30629\}\{27249\}}}$$

$$= \frac{26979}{\sqrt{834609621}}$$

$$= \frac{26979}{28889,61095} = 0.934$$

   From the statistical computation above, it could be inferred that the computation of the correlation between Linguistic Intelligence and students' narrative performance above is $\sum N=30$, $\sum X=2119$, $\sum Y=2139$, $\sum X2=150693$, $\sum Y2=153419$, and $\sum XY=151984$. From the statistical computation, it can be concluded that the Pearson r calculation was 0.934. While the score of r table with 30 as the degree of freedom (df) = N-2, whereas 30-2 = 28, with level of significance .05 was .374. It means that the score of calculated r calculation was higher than the score of r table. Since the computed r calculation was higher than r table (critical r), therefore the null hypothesis which state that there is no correlation between linguistic intelligence and students' narrative performance was rejected. It means the correlation of the two variables is not significant. The alternative hypothesis which states that there

is correlation between linguistic intelligence and students' narrative performance was accepted. It means the correlation of the two variables is significant.

5. Discussion

Linguistic intelligence as part of the multiple intelligences is a form of intelligence that is essential in daily life. In this research, the researcher found that this research gives a real description that the classification of the students' linguistic intelligence and their students' narrative performance was strong correlation. It means that students' linguistic intelligence influenced their reading their narrative performance. As stated in the previous chapter that one of the characteristic of linguistic intelligence likes to write and able to write well, so it was true that students' linguistic intelligence have the positive effect to their narrative writing performance. Armstrong (2009: 6) asserts that linguistics 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 and journalist). According to Gardner (1993: 82) "memorizing, reading, writing, speaking, listening are activity that is controlled by a person who has linguistic intelligence". Based on Gardner "children with linguistic intelligence excel at reading, writing, telling stories, and doing crossword or other word puzzles".

Armstrong (2009: 40) stated that a person who has linguistic intelligence with the high ability, they think through the words. They also love reading, writing, telling stories, playing word games. In addition, they also need books, writing materials, diary, debates, and other things so to support their learning activities. In addition, writing is one of skills which correlated with linguistic intelligence. Students' linguistic intelligence influenced their attitude in writing learning process. This positive attitude will affect the students to increase their learning especially in writing.

Therefore, if the students have high linguistic intelligence, they are typically good at writing, and they tend to learn best by writing. Considering the importance of writing was a first skill that needs to be mastered by each student, so they must also pay attention to the things that influenced the writing habit such as time of writing, the way of writing, and other things related to the good writing habit. Furthermore, if they already have a good writing habit, they also have the linguistic intelligence which it would be useful to their in understanding the vocabulary and oral or written language. It can be concluded that there is correlation between linguistic intelligence and students' narrative performance.

Linguistic intelligence influenced students' narrative performance, and students' narrative performance was depend on linguistic intelligence. In other words, It is impossible if the linguistic intelligence can increased without writing activity. Armstrong (2009: 6) asserts that linguistics 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 and journalist). In addition, Siahan (2008: 215) states that "Writing is a psychological activity of the language user to put information in the written text." From the statements above, it can be concluded

that linguistics intelligence is related to the students writing. Because written language is one characteristics of linguistics intelligence.

After Ha and Ho above were formulated, the writer consulted "r $_{calculation}$" to "r $_{table}$" as follows:

1) If "r $_{calculation}$" is higher than "r $_{table}$", Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.
2) If "r $_{table}$" is higher than "r $_{calculation}$", Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted.

To know the critical value of r product moment (r $_{table}$), the writer firstly counted df. Df is degree of freedom. The formulation of df = N – 2. N is the number of research population.

Df = N - 2

   = 30 – 2

   = 28

After considering the product moment table by using df 28, it can be known that:

1) The critical value of r product moment (r $_{table}$) for the 5% level is 0.374.
2) The critical value of r product moment (r $_{table}$) for the 1% level is 0.478.

From all data analysis above, it can be known that:

1) The score 0,934 can be seen on the Product Moment table N= 28 using 5% confidence limits is gained the score 0.374and 1%= 0.478, where $r_{cal}=0,934>r_{table}=0,374$. By all means, there is correlation between students' linguistic intelligence and narrative performance.
2) The score 0,934 is more than 0,000. It means that there is positive correlation between students' intelligence and their narrative performance at the third semester of English Education Study Program of STAIN Jurai Siwo Metro.. Besides, we got $r_{cal}= 0,934 > r_{table}= 0,374$, so we considered that there is significant correlation between them.
3) The score 0,934 is between 0,800 – 1.00. It means that the correlation between students' intelligence and their narrative performance at the third semester of English Education Study Program of STAIN Jurai Siwo Metro is high.

Based on the result data confirmed that r $_{calculation}$ is higher than r $_{table}$. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It means that there is positive and significant correlation between students' intelligence and their narrative performance at the third semester of English Education Study Program of STAIN Jurai Siwo Metro.

6. Conclusion

In accordance with the problem, and the purpose of the research, the researcher drew some conclusions. Firstly, from the result of computing the students' score on their linguistic intelligence, it can be concluded that the students' linguistic intelligence was

good. Secondly, based on the result of computing of the students' score of students' narrative performance   test, it can be concluded that the third semester of English Education Study Program at STAIN Jurai Siwo Metro has good writing ability. Thirdly, according to the main purpose of this research, the researcher concluded that there is positive correlation between linguistic intelligence and students' narrative performance .

This was shown by the score of computed $r_{calculation}$ is higher than the score of r_{table}. It means that the alternative hypothesis which says that there is correlation between linguistic intelligence and students' narrative performance is accepted and the correlation of the two variables is significant. On the contrary, the null hypothesis which says that   there   is   no   correlation between linguistic intelligence and   students' narrative performance is rejected. It means that the correlation of the two variables is not significant. The suggestion for the teacher ,based on this study where students' linguistic intelligence influenced their narrative performance, so the   teacher   should   stimulate students' linguistic intelligence by using the appropriate learning method.

Learning methods are very important role in optimizing student intelligence. If the method used is good and right, students will be stimulated to optimize intelligence possessed, especially linguistic intelligence. In this case the method has the ability as a stimulating tool that is able to evoke potential of students' intelligence. For that, it could be understood that the method is a motivational tool in teaching learning activities. For the   students,   the   students   should   increase their linguistic intelligence. One way to increase linguistic intelligence is by doing creative writing activity. That way writing ability will increase because gets knowledge from the literature that have been read and write it in daily life. The future researchers, The researcher suggests that future researchers must consider the better quality instrument that used in research, in order to make the result of the research better. Thus can contribute to the students, exactly in writing ability and the students know more about linguistic intelligence, and make students aware that linguistic intelligence is very important, because this intelligence is needed in almost all spheres of life.

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