

**The Influence of Linguistic Intelligence in Increasing Students' Writing Ability
Through Neighbourhood Walk Strategy**

Fairus Suryani Munir¹

Universitas Pohnpei
fairussuryanimunir@gmail.com

Wira Kafryawan²

IAIN Fattahul Muluk Papua
wira@iainfmpapua.ac.id

Corresponding author: Fairus Suryani Munir, fairussuryanimunir@gmail.com

Abstract

This research is aimed at finding out the influence of linguistic intelligence in increasing the students' writing ability through neighbourhood walk strategy. This research used factorial design. The population was the tenth-year students of SMA Negeri 1 Popayato. The sample selected considering linguistic intelligence test which consist of. 40 students from three parallel classes. The data were analysed by t-test, one way ANOVA and followed by Tukey test. The researcher finding shows that: (1) the achievement of students' writing who studied through neighbourhood walk strategy was different than those are studied through direct instructional strategy, t-test value ($9.635 > 1.685$) for the experimental groups and ($7.570 > 1.685$) for the control groups. (2) there are was an interaction effect between the use of teaching strategy and linguistic intelligence (f-test value is $49.69 > 2.72$ with the level of significance of 0.05. (3) the student who had high linguistic intelligence and studied by Neighbourhood Walk strategy had higher on the increase of writing achievement than those who had high linguistic intelligence and studied by direct instructional strategy ($Q = 25.238$), and (4) the student who had low linguistic intelligence and studied by Neighbourhood Walk strategy had higher on the increase of writing achievement than those who had low linguistic intelligence and studied by direct instructional strategy ($Q = 21.767$).

Keywords: Linguistic Intelligence, Neighbourhood Walk strategy, Writing Ability

INTRODUCTION

English is an international language that is almost used as an official language around the world. In Indonesia, English is a foreign language that has a significant influence position. It has been taught at various levels of education from the lowest level up to the highest. This is one of the compulsory subjects from elementary school to university level. The English language teaching and learning process aims to enable students to be able to understand and produce English. Therefore, students are required to be able to master it. Just like other languages, English has four skills, namely reading, writing, listening and speaking are very basic things. These four skills must be present integrated into an effective way to develop communication skills in English. Apart from that, these four skills also provide students with the opportunity to create a context in

which language is used to express information or knowledge and provide evidence of their learning ability (Utami, 2020).

Furthermore, English teaching is also paying attention to improvement language skills which include productive and receptive language skill. In addition, productive language skills include speaking and writing, while receptive language skills include reading and listening. In line with productive language teaching, one of them is writing. Writing is the best way to make students think broadly. Even though being able to write in English is too difficult if they don't have much vocabulary in English. Apart from that, there are several influencing factors students in mastering English, especially in the writing aspect. They are internal and external factors. Internal factors can come from the students themselves such as motivation, interests, learning styles and study habits. Meanwhile External factors come from the environment, learning media and teaching strategies. (Zahrani, 2019) Writing is a useful tool for discovering and thinking. This skill becomes more difficult for students in any level of English because it needs hard thinking and produces word sentences, paragraph at the same time. Besides that, many students who study English consider that they do not know how to write a topic. They are unable to apply English in the written form. They often face some problems to organize their idea. They do some mistakes with the lack of knowledge in vocabularies and grammatical rules and tense.

Moreover, the students face some problem in improving their writing skill. They cannot recognize or improve a sentence or a paragraph correctly or they do not have an idea about what they want to write. Furthermore, they cannot put the right words down becoming a good sentences or paragraph. Another problem is, although they have an idea, but they are still confused how to develop it as the correct one, so that they cannot make a good paragraph. To solve the problems above the writer tries to apply a teaching strategy to teach them. This is neighbourhood technique. Neighbourhood walk strategy is one of strategy in Contextual Teaching and Learning (CTL) model. Basic consideration the researcher chose contextual learning because this model is suitable with the students needed. Contextual Teaching and Learning Approach (CTL) is an approach that help students understand what they are learning connecting their subjects to the context of their lives. The CTL approach emphasizes interests and student experience, so that students easily understand the material.(Nawas, 2018)

In line with the definition above, Contextual Teaching and Learning (CTL) is an educational process that is holistic and aims to motivate students to understand the significance of the subject matter learned by relating material to the context of their day-to-day (personal context, social, and cultural) so that students have the knowledge / skills which can flexibly be applied (transferred) from one problem / context to the issues / other contexts. In this research, focus to a model of Contextual Teaching and Learning (CTL) namely neighbourhood walk. The writer chooses Neighbourhood Walk strategy because there are several purposes such as students can increase their writing skill and try new solution to create an idea to make a text. Neighbourhood walk is an environment activity. In this strategy the students asked to go out form the classroom to observe an object that becomes the hot spot. The researcher can apply a creative strategy in the teaching learning process. Thus, it will make students more interesting in learning writing.

The students' ability to write an idea also influenced by the students' linguistic intelligence. (Surjadi, 2014) stated that Linguistic intelligence is an ability to think by using words and using language to appreciate the complex meaning. Based on the explanation, the researcher concludes that linguistic intelligence has close relation with English language learning, in this case is the writing skill. The linguistic intelligence is activated when students hear the sounds to contact verbal ability with others. Linguistic intelligence is not only related to sound, it can also be visible information when the person decodes any text. Linguistic intelligence can be done by giving students chance to tell a story, rewrite what the students have learned, brainstorming. Keep a journal of the materials have studied or published bulletin. Referring to the explanation above the researcher is intended to do research entitled "The Influence of Linguistic Intelligence in Increasing Students' Writing Ability through Neighbourhood Walk Strategy"

METHODS

This research employed experimental research using factorial design which applied four classes, two classes as the experimental group and two groups as the control group. Where the experimental groups consist of Group I and group III which applied Neighbourhood Walk strategy, it was consist of one group for high linguistic intelligence

and one group for low linguistic intelligence. In the control groups consist of group II and group IV which applied direct instructional strategy, it was consist of one group for high linguistic intelligence and one group for low linguistic intelligence. Generally, direct instructional strategy is specially designed to develop students learning activity related to procedural knowledge aspect. According to (Majid, 2016) direct instruction is focused to the teacher and must involve the students in the process. In this case, the teacher explains the material structurally, direct the students' activities, and examine the students' skill by giving some practice.

There were three kinds of variables use in the research, namely independent variables (X), dependent variable (Y) and moderate variable (M). The population of this research was the tenth-grade students of senior high school who are registered and active in academic year 2023-2024. The sample was taken by clustering random sampling technique. From the thirteen parallel classes, the researcher chooses 40 students using linguistic intelligence test. The instrument of this study was test. The test of this research was linguistic intelligence test that is given to the students before doing pre-test as a placement test (to know which group would the students placed) and writing test (post-test and pre-test) in this case writing descriptive text based on the given themes about more than 100 words. It will be limited until 60 minutes. All of the tests have the same level of difficulty.

The data collected from the students to collect the data, the researcher used procedure that consists of two stages, they are pre-test and post-test. The data collected through the test analysed by using qualitative and quantitative approach. Quantitative analysis employed statistical calculation to test the hypothesis. For analyse the data collection, the researcher used descriptive and inferential statistics. Calculating the frequency and the rate percentage of the students, the mean score between the result of pre-test and post-test both experimental and control group, the standard deviation, the difference of means scores between pre-test and post-test by calculating the value of the t-test, and the analysis of Varian between the classes and follow by Tukey test using inferential analysis in SPSS.

FINDINGS

The result of first hypothesis showed that the t-test value (9.635) for the I and II groups and (7.570) for the III and IV groups was higher than t-table value (1.685) with the level of significance of 0.05 and degree of freedom (df) 38. It means that the writing ability of the students' who are taught through Neighbourhood Walk strategy is difference between those who are taught through direct instructional strategy. It was based on the students' score in post-test showed that there are 2 (10%) of students got very good, 15 (75%) of them got good, 3 (15%) of them got fair, and 0 (0%) or no students got fair, poor and very poor classification. The percentage indicates that after being treated through Neighbourhood Walk strategy, their writing ability improved and falls into desired level. There are 17 (85%) of students got very good and good classification in low linguistic intelligence groups, only 3 (15%) of them got fair. It means that there was an increase of their writing ability.

The result of the student post-test shows that more of the students in experimental groups (group I and III) can get good classification for their test. The result of the second hypothesis showed that the f-test value is 49.69 it is higher than f-table value (2.72) with the level of significance of 0.05 and degree of freedom (df) 3 for between group and 76 for within group. It means that there is an interaction effect between the teaching strategies to the students' linguistic intelligence in writing ability.

ANOVA

	Sum of Squares	Df	Mean Square	f-Test Value	f-Table
Between groups	2454.338	3	818.113	49.69	2.72
Within groups	1251.050	76	16.461		
Total	3705.388	79			

The result of the third hypothesis showed that the result of Tukey test shows that the Q-test value (25.238) is higher than Q-table (3.74) with the level of significance of 0.05 and degree of freedom (df) 76. It means that there is a difference writing ability between the students who follow Neighbourhood Walk strategy in learning and the

students who follow the direct instructional strategy in learning, in group of the students who have high linguistic intelligence. The difference of writing ability between the students who follow the Neighbourhood Walk strategy in learning and the students who follow the direct instructional strategy in learning in group of high linguistic intelligence, the researcher used Post Hoc Test (Tukey Test). The result of the test is showed on the table below:

Tukey HSD Test

High Linguistic Intelligence (HLI)

Mean		Mean square (within groups)	df	Q-test Value	Q-table
Neighbourhood walk strategy	Direct instructional strategy				
79.95	68.10	16.461	76	25.238	3.74

The result of the fourth hypothesis showed that the Q-test value (21.767) is higher than Q-table (3.74) with the level of significance of 0.05 and degree of freedom (df) 76. It means that there is a difference writing ability between the students who follow Neighbourhood Walk strategy in learning and the students who follow the direct instructional strategy in learning, in group of the students who have low linguistic intelligence.

The difference of writing ability between the students who follow the Neighbourhood Walk strategy in learning and the students who follow the direct instructional strategy in learning in group of low linguistic intelligence, the researcher used Post Hoc Test (Tukey Test). The result of the test is showed on the table below.

Tukey HSD Test

Low Linguistic Intelligence (LLI)

Mean		Mean square (within groups)	df	Q-test Value	Q-table
Neighbourhood walk strategy	Direct instructional strategy				
77.85	67.75	16.461	76	21.767	3.74

DISCUSSION

There are some factors that make writing become difficult to understand for the students. Several factors that make writing become difficult to be understood, namely: the lack of creativity in creating proper technique in teaching writing, the lack of the students' interest in writing, the lack of students' vocabulary mastery, and the lack of books that are provided in school library. For choosing sample of this research, the researcher gave a linguistic intelligence test to the students. Because the aim of this research to know the influence of linguistic intelligence in increasing the students' writing ability. Linguistic intelligence is the ability to use word effectively either in an oral or verbal structure. Furthermore, the researcher made a verbal linguistic intelligence test that consists for four indicators, namely: able to communicate, good in constructing words, have a good memory, easy to learn languages. These indicators are described into several questions by the researcher and then validated by experts.

The linguistic intelligence test was given to 40 students as the sample of this research. From 40 students, the researcher divided them into four groups, two groups for students' who have high linguistic intelligence and two groups for the students' who have low linguistic intelligence. The four groups consist of experimental and control group. This is in line with Manurung in 2013, in her research entitled "the use of multiple intelligences in learning process" states that intelligence is very important in learning process, by knowing the students' intelligence the teacher can easy to achieve the aim of the learning (Manurung, 2013). Moreover, (Aisyah, 2014) in her research entitle "improving linguistic intelligence by using a field method at the child's group A TKIT Nur Hidayah Surakarta" found that the use of field Method can increase the students' linguistic intelligence.

This research supported the previous researchers where the Neighbourhood Walk (a kind of contextual teaching and learning) can improve the students' writing ability. Swasti in 2013 stated that the writing skill of the students who follow the Contextual Class is better than the students who follow the Conventional Class. The result showed that there is a significance difference between English writing skill based on the CTL model and traditional model.(Swasti, 2013)

The reason of the researcher for choosing the Neighbourhood Walk strategy is this strategy did not make the students boring while the teaching and learning process. The material or learning process should be made more attractive to avoid boredom, to attract the students' interest, and motivate them to learn that can really support their successful learning (Nurhidayah, 2012). The applying of Neighbourhood walk strategy can increase the students' writing ability significantly. It was proved by Waluyo in 2005 in his research entitled "teaching writing simple descriptive using Neighbourhood Walk in SMP Muhammadiyah Palangka Raya". He found that Neighbourhood walk strategy is a very interesting strategy because the students can connect the material obtained in the classroom with the environment and live (Waluyo, 2005).

After teaching through Neighbourhood Walk strategy, the researcher concluded that this strategy is effective to increase the students' writing ability. It was proved by the result of the students in post-test. These statements confirm Astawa in 2013 proved that, the achievement of the students who studied by Neighbourhood walk technique with contextual oriented was higher than those who studied by conventional (Astawa, 2013). Furthermore, Satriani in 2012 found that the teaching program was successful to improve students' recount writing skill by through contextual teaching and learning approach. The result showed some improvement on schematic structure, grammar roles, and graphic features. (Satriani et al., 2012)

The students' writing should fulfil the five significance components in writing. They are content, organization, vocabulary, language use, and mechanics. In this case, the researcher found that for the entire experimental group, some of the students from group I and group III got very good in post-test (they got good to average for content, organization, and language use, and excellent to very good for vocabulary and mechanics). It means that they concerned about the content, rearrange their ideas into good order, and paid attention about the vocabulary, language use, and mechanics. The result of the student post-test shows that more of the student in experimental groups (group I and III) can get good classification for their test, according to Jacob's analytic scale for rating writing test.

After teaching through Neighbourhood Walk strategy, the researcher found that this strategy can improve five components of writing in experimental class. It supports of

t-test value of writing is higher than t-table value. Therefore, the researcher believed that the Neighbourhood Walk strategy is better to improve the students' writing ability. Beside the strategy in teaching, students' linguistic intelligence also has influence for the students' writing ability. The students who have high linguistic intelligence can write better than the students who have low linguistic intelligence.

CONCLUSION

Considering the result of the data analysis and the discussion of the result in the previous chapter, the researcher concludes that teaching writing through Neighbourhood Walk strategy is better to increase the students' writing ability. It was proved by the result of the mean score of post-test that was higher than pre-test ($79.95 > 59.40$ and $77.85 > 59.50$) for the experimental group. While the means scores of the students in control groups ($68.10 > 57.10$ and $67.75 > 58.45$), and the result of t-test statistical analysis at the level of significance 0.05 that the t-test value in post-test was higher than the t-table value ($9.635 > 1.685$ for high linguistic intelligence and $7.570 > 1.685$ for low linguistic intelligence).

There was an interaction effect between the teaching strategies to the students' linguistic intelligence of the students in writing. It was proved by the result of ANOVA test that the f-test value is higher than the f-table value ($49.69 > 2.72$). Then, there was a difference writing ability between the students who follow Neighbourhood Walk strategy in learning and the students who follow the direct instructional strategy in learning, in group of high linguistic intelligence. It was proved by the result of the Q-test value is higher than Q-table ($25.238 > 3.74$). After that, there is a difference writing ability between the students who follow Neighbourhood Walk strategy in learning and the students who follow the direct instructional strategy in learning, in group of low linguistic intelligence. It was proved by the result of the Q-test value is higher than Q-table ($21.767 > 3.74$).

REFERENCES

- Aisyah, S. (2014). Upaya Peningkatan Kecerdasan Linguistik Melalui Penggunaan Metode Karyawisata Pada Anak Kelompok A TKIT Nur Hidayah Surakarta Tahun 2013/2014. *Open Journal System*, 2(1).
<http://jurnal.fkip.uns.ac.id/index.php/paud/article/view/4282>
- Astawa, I. B. (2013). *Pengaruh Teknik Neighbourhood Walk Berorientasi Kontekstual Terhadap Kemampuan Menulis Dalam Bahasa Inggris Di Tinjau Dari Kecerdasan Linguistik*.
http://www.pascaundiksha.ac.id/ejournal/index.php/jurnal_ep/article/view/864
- Majid, A. (2016). *Strategy Pembelajaran*. PT Remaja Rosdakarya Offset.
- Manurung, N. (2013). *Pemanfaatan Multiple Intelligence Dalam Proses Pembelajaran*.
http://fkip.uisu.ac.id/wp_content
- Nawas, A. (2018). *Contextual teaching and learning (CTL) approach through react strategies on improving the students' critical thinking in writing*.
digital.library.adelaide.edu.au.
<https://digital.library.adelaide.edu.au/dspace/handle/2440/124867>
- Nurhidayah. (2012). *Pengembangan Bahan Ajar Mata Pelajaran Bahasa Indonesia Kelas VII SMP dalam Bentuk Mind Mapping dengan Model ADDIE*. Universitas Mulawarman.
- Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual teaching and learning approach to teaching writing. In *Indonesian Journal of Applied ...*. file.upi.edu.
http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/196706091994031-DIDI_SUKYADI/2_Handi_Gunawan-10-22_final.pdf
- Surjadi, A. (2014). *Kecerdasan dan Lingkungan Pendidikan*. Mandar Maju.
- Swasti, N. . (2013). *Pengaruh Model Pembelajaran Kontekstual dan Kecerdasan Linguistik Terhadap Keterampilan Menulis Dalam Bahasa Inggris Bagi Siswa Kelas X di SMK Negeri 1 Abang*. http://e-journal/index.php/journal_tp/article/view/742
- Utami, D. Y. (2020). *Students' Perception on the Use of Duolingo as a Language Learning Application for Learning English*. repository.ar-raniry.ac.id.
<https://repository.ar-raniry.ac.id/id/eprint/13594/>
- Waluyo. (2005). *Teaching Writing Simple Descriptive using Neighbourhood Walk in SMP Muhammadiyah Palangka Raya*.

Zahrani, M. (2019). *Increasing students writing ability by using compare-diagnose-operate of the tenth graders of SMAN 1 Batanghari East Lampung*. repository.metrouniv.ac.id. <https://repository.metrouniv.ac.id/id/eprint/386/>