Pubmedia Jurnal Pendidikan Bahasa Inggris Vol: 2, No 4, 2025, Page: 1-7

The Correlation Between Verbal Linguistic Intelligence and Writing Ability of the EFL Students at UIN Datokarama Palu

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DOI: https://doi.org/10.47134/jpbi.v2i4.1932
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Received: 04-05-2025
Accepted: 19-06-2025
Published: 28-07-2025

Abstract: *The research aimed to determine whether verbal-linguistic intelligence significantly influences students' writing performance. Nineteen students from the TBIG 2 class of 2024 participated in the study. The students' verbal-linguistic intelligence was measured using a questionnaire, while their writing scores were obtained from the course lecturer. The data were analyzed using the Pearson Product-Moment Correlation Coefficient with SPSS version 27. The analysis revealed a correlation coefficient (r) of 0.654 with a significance value (p) of 0.002. These results indicate a strong positive correlation, meaning students with higher verbal-linguistic intelligence tend to perform better in writing tasks. The findings support Gardner's theory of Multiple Intelligences, emphasizing the contribution of verbal-linguistic intelligence to students' language skills, particularly in expressing ideas effectively in written form. Based on the statistical evidence, the study concludes that verbal-linguistic intelligence has a significant correlation with the writing ability of EFL students at UIN Datokarama Palu.*

Keywords: *Verbal-Linguistic Intelligence, Writing Ability, EFL Students*

Introduction

Language is a structured system of sounds, words, and grammatical rules that enables individuals to communicate ideas, emotions, and experiences. Beyond its role in interpersonal interaction, language serves as a vital medium for knowledge exchange, cultural preservation, and social integration. In the context of globalization, English has emerged as an international language, widely used for communication across nations. Consequently, English proficiency has become a key factor in academic success and professional advancement. Recognizing its importance, the Indonesian government mandates English as a compulsory subject in schools to prepare students for global communication demands (Harmer, 2007).

Among the four essential language skills—listening, speaking, reading, and writing—writing stands out as a productive skill that requires learners to convey ideas coherently and accurately. Unlike speaking, which allows for immediate feedback, writing demands higher levels of organization, vocabulary mastery, and grammatical precision. However, many learners find writing particularly challenging due to limitations in vocabulary, grammatical competence, and idea organization (Hyland, 2003). This often

results in writing being perceived as a complex task that requires sustained effort and targeted instruction.

One influential factor in writing performance is verbal-linguistic intelligence, defined by Gardner (1983) as the capacity to think in words and use language effectively, both orally and in writing. Students with strong verbal-linguistic intelligence typically excel in vocabulary usage, sentence construction, and logical organization of ideas, all of which are critical components of effective writing. Conversely, those with lower verbal-linguistic intelligence may struggle with idea generation, language use, and maintaining coherence in written texts.

Previous studies suggest a close relationship between verbal-linguistic intelligence and writing proficiency (Armstrong, 2009). Learners with advanced verbal-linguistic skills tend to perform better in writing tasks, as they can process language more efficiently and express ideas with clarity. In contrast, students with less developed linguistic intelligence often face obstacles in articulating their thoughts, which can impact both their academic performance and communication skills.

Considering the pivotal role of both writing ability and verbal-linguistic intelligence, this study aimed to examine their correlation among EFL students at UIN Datokarama Palu, an Islamic higher education institution in Indonesia. As EFL learners, these students encounter specific challenges in mastering English, particularly in written communication, where exposure is often limited to formal education contexts. Investigating this correlation could offer valuable insights into how linguistic intelligence influences writing performance and inform teaching strategies that enhance both language competence and writing ability. By exploring the link between verbal-linguistic intelligence and writing skills, this study sought to contribute to a deeper understanding of language learning processes. The findings are expected to assist educators in designing effective instructional approaches tailored to students' linguistic capacities, ultimately improving academic outcomes and equipping learners with essential communication skills for their future professional lives.

Methodology

This study employed a quantitative correlational design to examine the relationship between verbal-linguistic intelligence and writing ability among EFL students at UIN Datokarama Palu. Nineteen students from class TBIG 2 (2024 cohort) were selected using a random sampling technique. Two instruments were used: a verbal-linguistic intelligence questionnaire adapted from Kamrida based on Gardner's theory, and a descriptive writing test. The questionnaire consisted of 32 Likert-scale items covering four key aspects: rhetoric, mnemonic, explanation, and metalinguistic (Gardner, 1993).

The writing test was assessed using a rubric focusing on format, punctuation, content, organization, and grammar (Langan, 2005; Brown, 2007). The data collection was conducted under the researcher's supervision. The validity of the instruments was confirmed through expert judgment, and reliability was ensured using inter-rater scoring. All responses were analyzed using SPSS version 27. Prior to correlation testing, a normality test (Kolmogorov-Smirnov) and a linearity test (ANOVA) were conducted to ensure assumptions for parametric tests were met (Best & Kahn, 2006; Creswell, 2012).

Result and Discussion

This study examined the correlation between verbal-linguistic intelligence and writing ability among EFL students at UIN Datokarama Palu. Verbal-linguistic intelligence was measured using a questionnaire covering four indicators: retorika, mnemonik, explanation, and metalinguistik. Writing ability was assessed using a descriptive writing rubric. Data were analyzed through several steps: descriptive statistics, normality test (Kolmogorov-Smirnov), linearity test, and Pearson Product-Moment Correlation using SPSS version 27.

1. Normality Test

Table 1. Normality Test of Writing Ability

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing test TBIG 2	.159	19	.200*	.942	19	.284

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test was conducted to determine whether the sample data was drawn from a normally distributed population. This test was essential because the study employed parametric statistical techniques, particularly those related to correlation and linearity, which require that the variables involved be approximately normally distributed.

In this research, the normality test was carried out using the Kolmogorov-Smirnov test with the help of SPSS version 27, since the number of samples in the group was 19, which is greater than 15 (19 > 15). Therefore, the Kolmogorov-Smirnov test was considered appropriate for this analysis. The decision rule is: if the significance value (Sig.) > 0.05, the data is considered to be normally distributed; if Sig. < 0.05, the data is not normally distributed.

Based on the result shown in the table above, the significance value for the Writing Test (TBIG 2) is 0.200, which is greater than 0.05 (0.200 > 0.05). Thus, it can be concluded that the data from the writing test is normally distributed and meets one of the essential assumptions for conducting correlation analysis and testing linearity in this research.

Table 2. Normality Test of Verbal Linguistic Intelligence Questionnaire

One-Sample Kolmogorov-Smirnov Test

			Verbal Linguistic Intelligence Questionnaire
N			19
Normal Parameters[a,b]	Mean		93.32
	Std. Deviation		4.398
Most Extreme Differences	Absolute		.091
	Positive		.091
	Negative		-.070
Test Statistic			.091
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.942
	99% Confidence Interval	Lower Bound	.936
		Upper Bound	.948

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The normality test in this research used the Kolmogorov-Smirnov test because the sample used was > 15, specifically 19 participants. If the probability value (Sig.) > 0.05, then the data is considered normally distributed, and if the probability value (Sig.) < 0.05, then the data is not normally distributed. Based on the normality test table above, it can be seen that the significance value (Sig.) of the Verbal Linguistic Intelligence Questionnaire is 0.200, which is greater than 0.05 (0.200 > 0.05). So, based on the results of this normality test, it can be stated that the data from the Verbal Linguistic Intelligence Questionnaire is normally distributed.

2. Linearity Test

Table 3. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Verbal Linguistic Intelligence Questionnaire * Writing test	Between Groups	(Combined)	254.305	7	36.329	4.260	.016
		Linearity	148.670	1	148.670	17.435	.002
		Deviation from Linearity	105.635	6	17.606	2.065	.141
	Within Groups		93.800	11	8.527		
	Total		348.105	18			

To assess whether the correlation between the variables was linear or not, a linearity test was conducted. This test was considered a pre-requisite before performing a correlation analysis. Therefore, the linearity test was carried out using SPSS version 27 to determine whether the relationship between the Verbal Linguistic Intelligence Questionnaire and the Writing Test was linear. The relationship was considered linear if the significance value (Sig.) in the Linearity row was less than 0.05 (p-value < 0.05), and not significantly deviating from linearity if the significance value in the Deviation from Linearity row was greater than 0.05 (p-value > 0.05).

Based on the ANOVA table above, the significance value in the Linearity row was 0.002, which was less than 0.05 (0.002 < 0.05), indicating that the relationship between the two variables was linear. In addition, the significance value in the Deviation from Linearity

row was 0.141, which was greater than 0.05 (0.141 > 0.05), meaning that there was no significant deviation from linearity. Thus, it was concluded that the relationship between verbal linguistic intelligence and writing ability was linear, and the data met the assumption required for correlation analysis.

3. Correlation Analysis

Table 4. Correlation Analysis

Correlations

		Writing test	Verbal Linguistic Intelligence Questionnaire
Writing test	Pearson Correlation	1	.654**
	Sig. (2-tailed)		.002
	N	19	19
Verbal Linguistic Intelligence Questionnaire	Pearson Correlation	.654**	1
	Sig. (2-tailed)	.002	
	N	19	19

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

To determine whether there was a correlation between students' verbal-linguistic intelligence and their writing skills, the Pearson Product-Moment Correlation Coefficient was used. According to the theoretical guideline, if the p-value < 0.05, the correlation was considered significant; if the p-value > 0.05, the correlation was considered not significant. The results showed that the correlation coefficient (r) between the Verbal Linguistic Intelligence Questionnaire and the Writing Test was 0.654, with a significance value (p) of 0.002. Since 0.002 < 0.05, it indicated a statistically significant positive correlation between the two variables.

In conclusion, students with higher verbal-linguistic intelligence tended to have better writing skills, suggesting that verbal-linguistic intelligence significantly influenced their writing skills.

Discussion

The normality test using the Kolmogorov-smirnov method showed that both verbal-linguistic intelligence and writing ability data were normally distributed. The linearity test confirmed a linear relationship between the two variables. Using Pearson Product-Moment Correlation, the result showed r = 0.654 and p = 0.002, indicating a strong positive correlation.

This finding supports Gardner's (1993) Multiple Intelligences theory, particularly the importance of linguistic intelligence in language learning. Students with high verbal-linguistic intelligence demonstrated better writing scores, as they were more capable of

organizing ideas, choosing precise vocabulary, and constructing grammatically correct sentences (Richards & Renandya, 2002; Nation, 2009).

Furthermore, Vygotsky (1978) highlights the role of social interaction and language in cognitive development. Students with strong verbal skills often benefit from classroom activities such as discussion, peer feedback, and reading tasks that enhance their ability to transfer spoken ideas into written form (Nunan, 2003). Armstrong (2009) also emphasizes the value of catering to linguistic intelligence through journaling, storytelling, and writing workshops.

Conclusion

This study concludes that verbal-linguistic intelligence significantly influences the writing ability of EFL students at UIN Datokarama Palu. A strong positive correlation was found between the two variables, suggesting that students with higher verbal-linguistic intelligence tend to perform better in writing tasks. These findings have implications for instructional practices, indicating that enhancing students' verbal-linguistic intelligence may lead to improved writing outcomes.

Suggestion

Furthermore, there is a suggestion for the future research related to the topic. Future researchers are encouraged to explore the relationship between other types of multiple intelligences and different language skills (such as speaking, reading, or listening).

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