# THE CORRELATION BETWEEN STUDENTS' LINGUISTIC INTELLIGENCE AND STUDENT'S MOTIVATION AT SENIOR HIGH SCHOOL 3 MAJENE



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# THESIS EXAMINATION APPROVAL SHEET

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# ABSTRAK

**ISLA RABIATUL AIRIN,** 2023. Hubungan Antara Kecerdasan Siswa dan Motivasi Siswa Senior High School 3 Majene. **Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.**

Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan siswa dan motivasi belajar siswa. Lokasi penelitian ini berada di Senior High School 3 Majene. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif dengan metodologi korelasional. Sample pada penelitian ini yaitu kelas X MIPA 1, X MIPA 2, X IPS, dan X BAHASA yang berjumlah 62 orang yang dipilih menggunakan teknik purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah tes dan angket. Instrumen tes digunakan untuk mengukur kecerdasan linguistik siswa, sedangkan instrumen angket digunakan untuk mengukur nilai motivasi siswa kelas X Senior High School 3 Majene. Teknik analisis data yang digunakan adalah teknik korelasi Product Moment Pearson dengan aplikasi spss 29 untuk versi windows. Berdasarkan perhitungan dengan menggunakan rumus Product Moment Pearson, diperoleh "r" produk moment ($r_{xy}$) adalah 0.34 dengan derajat bebas df (62-2) = df 60. Taraf signifikansi 5% adalah 0.250 dan taraf signifikansi 1% adalah 0.2108. Hal itu berarti hipotesis $r_o$ lebih besar daripada $r_{tabel}$ (0.304 > 0.250 dan 0.2108 < 0.304. Hasil dari hipotesis penelitian ini adalah alternative hypothesis (Ha) diterima dan null hypothesis (Ho) ditolak. Berdasarkan hasil tersebut dapat disimpulkan bahwa terdapat hubungan atau korelasi antara kecerdasan linguistik siswa dan motivasi siswa.

**Kata Kunci** : Kecerdasan Linguistik, Motivasi Siswa, Korelasi

# ABSTRACT

**Isla Rabiatul Airin,** 2023. The Correlation Between Students' Linguistic Intelligence and Student's Motivation at Senior High School 3 Majene. **Thesis, Majene: Faculty of Teacher Training and Education, University of West Sulawesi, 2023.**

This research aims to determine the correlation between students' linguistic intelligence and students' motivation. The location of this research was in Senior High School 3 Majene. The approach used in this research was quantitative with a correlational design. The sample in this research was class X MIPA 1, X MIPA 2, X IPS, and X Bahasa, totaling 62 people who were selected using a purposive sampling technique. The instruments used in this research were tests and questionnaires. The test instrument was used to measure students' linguistic intelligence, while the questionnaire instrument was used to measure the motivational value of class X Senior High School 3 Majene. The data analysis technique used is the Pearson Product Moment correlation technique with the SPSS 29 application for the Windows version. Based on calculations using the Pearson Product Moment formula, the moment product "r" ($r_{xy}$) is 0.34 with degrees of freedom df (62-2) = df (60). The 5% significance level is 0.250 and the 1% significance level is 0.2108. That means the hypothesis $r_o$ is greater than the $r_{table}$ (0.304 > 0.250 and 0.2108 < 0.304. The results of this research hypothesis are the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Based on these results it can be concluded that there is a correlation between student linguistic intelligence and student motivation.

**Keywords**: Linguistic Intelligence, Students' Motivation, Correlation.

# CHAPTER I
## INTRODUCTION

### A. Background

Intelligence, known as the most important factor in learning and academic results, was first regarded as one entity with whom one is born and it cannot be changed. Nowadays, various theories and methods in teaching are adapted to carry out humanist education by the new paradigm of the education system. Since the publication of Frames of Mind: The Theory of Multiple Intelligence Approach more than twenty years ago, the theory of the Multiple Intelligence approach (MIA) has gained a lot of popularity worldwide. Many educators became interested in this theory. Many schools have been organized around theory and many books. Recently, multiple intelligence approaches have been placed beyond theory. They have been developed into teaching and learning models including English learning strategies.

In 1980, Howard Gardner, a leader of Harvard University's Project Zero formulated the theory of multiple intelligences. As the name suggests, this theory explains that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, called intelligence. According to Gardner, this view is more human and precise in reflecting data on human intelligent behavior. In this theory, Gardner formulated there are several types of intelligence that every human being has. The types of intelligence are (1) linguistic intelligence (2) logical-mathematical intelligence (3) visual-spatial intelligence (4) musical intelligence (5) kinesthetic intelligence (6) interpersonal intelligence (7) intrapersonal intelligence (8) naturalist intelligence (9) existential intelligence. The presence of the theory of multiple intelligences in addition to perfecting and developing the definition of intelligence also enriches learning methods. As we realize that every human being produces intellectual diversity and different levels of development. Thus, the theory

of multiple intelligences aims to transform schools so that they can accommodate each student with a variety of unique mindsets.

During the pre-research, in Agustus 2022, the researcher found several problems identified related to the way the teacher delivered the English Materials and how the teacher saw the students' capacities in the classroom. The problem is as follows; students have intelligence and diverse learning styles, students' interest in learning in class is still lacking, and there are still few teachers who know about multiple intelligences. Furthermore, the authors interviewed teachers about the teaching approach applied, the material taught, and the assessment process.

Based on an interview that had been held by the researcher with an English teacher from Senior High School 3 Majene, the teacher said the method used is a method of discussion and learning focused on students so that students must be more active in the classroom. Teachers at Senior High School 3 Majene applied the Multiple Intelligences Approach (MIA) in the teaching and learning process. After the teacher applied this approach, the writer found that the teacher has applied an interesting approach to increasing students' motivation in learning English the paradigm of teachers about seeing students succeed doing tests. Thus, MIA is their solution for teaching English as a Foreign Language (EFL) at any level of the school.

Linguistic intelligence relates to language in which students can receive the meaning of spoken and written words more easily and understand them clearly. Linguistic intelligence as a science of psychology and linguistic theory can be a good insight for the development of language teaching. Linguistic intelligence discusses how language is produced by the brain, how speech patterns are produced by humans, and how language skills can be improved by students.

For learning a language, motivation is very important. Since motivation influences how students learn English, it can have an impact on how well they learn. Every student is motivated to learn English for different reasons. According to Gardner and Lambert, there are two types

of motivation to learn English as a second language: integrative motivation and instrumental motivation. While instrumental motivation refers to a desire to learn a language because it will help a person achieve certain positive goals, such as getting a job or passing an exam, integrative motivation refers to a desire to learn a language because a person wants to communicate with people from other cultures. who speak that language. The function of the teacher in the classroom can be influenced by motivation because the teacher is required to understand the level of student motivation.

The background above made the researcher decide to conduct research by title: **"The Correlation Between Students' Linguistic Intelligence and Student's Motivation at Senior High School 3 Majene"**.

## B. Problem Identification

As stated in the background above, the problem identification in this research includes:

1. Students have various intelligence and learning styles.
2. Lack of student interest in learning English in the classroom.

## C. Problem Limitation and Formulation

Problem Limitation :

The limitation of this research focuses on students' linguistic intelligence and student's motivation at Senior High School 3 Majene.

Research formulation :

Based on the limitations of the problem above, the problem of this research can be formulated as follows:

1. How are the students' linguistic intelligence?
2. How are the student's motivation in learning English?
3. Is there any correlation between students' linguistic intelligence and student's motivation?

**D. Research Objective**

This research is intended to meet the following objectives:

1. To find out about students' linguistic intelligence.
2. To find out about students' motivation in learning English.
3. To find out the correlation between students' linguistic intelligence and student's motivation

**E. Research Benefits**

The findings of this study are important for the following reasons:

a. For students, improving the language intelligence of first graders of Senior High School 3 Majene by telling them that their linguistic intelligence can develop their intelligence.

b. For teachers, provide information to the teacher about linguistic intelligence in correlation with student motivation. Teachers can encourage their students to practice writing so that their writing skills develop and students are more motivated to learn English.

c. For other researchers, the results of this research will be useful to other researchers who are conducting their research in the same field and who wish to learn more about linguistic intelligence and student motivation.

# CHAPTER II
# LITERATURE REVIEW

## A. Previous Related Studies

Considering the topic discussed in this research, some researchers had conducted it. They are as follows:

The first research by Mubarok (2011) explored his research under the title "The Correlation Between Students' Linguistic Intelligence and Their English Speaking Skill Achievement". In this research, the researcher uses the correlational method, the author discovers a link between students' English-speaking proficiency and their linguistic intelligence. It is demonstrated by the research's outcome (0.042). It has a very weak association. This indicates that there is no connection between the y variable (students' English speaking proficiency success) and the x variable (students' linguistic intelligence). The writer can conclude that linguistic intelligence is a skill that simply cannot be quantified using the academic potential test after receiving the research's findings. According to the findings of the research, the author makes the following recommendations: (1) A more thorough analysis should be conducted before designing the test to appropriately assess linguistic intelligence. (2) Learners should (2) Students should be aware that they all possess the intrinsic ability to become fluent in any language. (3) Students need to feel comfortable speaking English. (4) Teachers should provide students with plenty of opportunities to utilize the language in everyday situations. (5) When teaching a foreign language, the teacher needs to be aware of the students' affective elements. It is crucial since some students continue to be concerned about making errors when practicing English.

The second research by Senima (2022) explored her research under the title "The Correlation Between Students' Linguistic Intelligence and Their Writing Achievement In Descriptive Text Of The Tenth Grade at Sman 1 Talang Padang In The Academic Year Of 2021/2022". A correlational study design was employed in the research technique.

Students in the second semester of the tenth grade at SMAN 1 Talang Padang made up the population of the study, and 67 of those students made up the sample. Cluster random sampling was used to choose the sample. A writing achievement test in descriptive text asked students to write 2 paragraphs based on topic and sub-topic, and this test was implemented with an offline test. The research used a questionnaire with 12 items for linguistic intelligence, which was conducted online using Google Forms. After doing the fictitious test, it was determined that the sig (P-Value) was 0,347, which denotes that the sig (P-Value) is lower than sig =0,05. According to this study, in the academic year 2021–2022, there is a connection between students' linguistic intelligence and their writing proficiency in the descriptive text of the tenth grade at SMAN 1 Talang Padang.

The third study by Muhammad (2022) explored his research under the title "The Relationship Between Verbal-Linguistic Intelligence, Self-Efficacy, and Students' Speaking Ability". The purpose of this research was to examine and investigate the correlation between verbal-linguistic intelligence (X1), self-efficacy (X2), and speaking ability (Y). During the academic year 2021/2022, this research was conducted at UIN Sultan Maulana Hasanuddin Banten's third-semester students' university. This research was conducted quantitatively, with correlation as the design. The following instruments were used to collect data: a verbal-linguistic intelligence test, a self-efficacy questionnaire, and a speaking ability test. Data analysis used the r product-moment and R multiple regression coefficient tests to determine the correlation value. The research reveals that: (1) there was a positive and significant correlation between students' verbal-linguistic intelligence (X1) and speaking ability (Y) with a correlation value of 0.717 and R square 0.513; (2) there was a positive and significant correlation between students' self-efficacy (X2) and speaking ability (Y) with a correlation value 0.496 and R square 0.246; and (3) there was a positive and significant correlation between students' verbal-linguistic intelligence (X1), self-efficacy (X2), and speaking ability (Y)

with the correlation coefficient r = 0.6, and the significant value is 0.00 < 0.0, H1 is accepted, whereas H0 is denied. The contribution of X1 and X2 to the Y variable is 52.7 percent, implying that students' verbal-linguistic intelligence and self-efficacy influence speaking ability. Based on the findings and conclusions of this study verbal-linguistic intelligence and self-efficacy have a positive and significant correlation with speaking ability

The similarity of this research with the third study above is that it uses the same research design, namely using quantitative research methods and correlational design. The first researcher examines the correlation between students' linguistic intelligence and their English speaking skill achievement, the second researcher examines the correlation between students' linguistic intelligence and their writing achievement in the descriptive text of the tenth grade at SMAN 1 Talang Padang in the academic year of 2021/2022, the third researcher examines the relationship between verbal-linguistic intelligence, self-efficacy, and students' speaking ability. Meanwhile, this research will examine the correlation between students' linguistic intelligence and students' motivation.

## B. Theoretical Framework
### 1. The Concept of Multiple Intelligence

Nearly 80 years after the first intelligence tests were developed, a Harvard psychologist named Howard Gardner challenged this common belief. In his book Frames of Mind, he suggested that there are at least seven types of fundamental intelligence. Recently, he added an eighth and discussed the possibility of a ninth. In his theory of multiple intelligences (MI theory), Gardner seeks to expand the range of human potential beyond the limits of IQ scores. He seriously questioned the validity of determining intelligence through the practice of removing individuals from their natural learning environment and asking them to perform isolated tasks that they would never have done before and would probably never choose to do again. In contrast, According to Gardner, intelligence is more closely

related to one's ability to come up with solutions and produce goods in context-rich and realistic contexts (Armstrong, 2017:1). Gardner's pragmatic definition of intelligence also manages and concretizes this typically hazy concept. This concept emphasizes activities that are typical in most classrooms, such as dynamic processes, problem-solving, and contributing to others.

Howard Gardner is not the first person to suggest that there is more than one intelligence. J. P. Guilford created the structure of the intellect, a model that identifies over 90 different intellectual capacities, and Robert Sternberg developed the Triarchic Theory of intelligence, which contains three forms of intelligence. More recently, Daniel Goleman's Emotional Intelligence and Robert Cole's Moral Intelligence have gained national attention. These theories all share the belief that intelligence is a complex and multifaceted capacity. Gardner's model is differentiated from other theories by its breadth, scientific basis, and educational implications (Armstrong, 2017:1).

It has been said that the hypothesis of multiple intelligences is a well-known pseudoscience. However, people who desire a theory to back up their faith in the great range of human abilities also support it. Howard Gardner is correct when he says that intelligence can be defined scientifically. Based on the explanation before the researcher conclude that multiple intelligence is a variation of the intelligence which has every human, it means intelligence is not just seen based on the IQ of a human but we can see the potential of an individual with their intelligenceThere are many other theories of intelligence and even other multiple intelligences concepts. We can find value in all. However, different perspectives have different outcomes. For example, if you choose to look at intelligence only in IQ scores, it will only be assigned to certain people. If you choose to see intelligence sweep over the entire range of human talent, then everyone is intelligent.

In this theory, Gardner formulated several types of intelligence that every human being has. The types of intelligence are:

a. Spatial-Visual Intelligence

This intelligence can manipulate the spatial and visual space around it. Someone with visual-spatial intelligence besides having a good orientation towards spatial space, is also able to think and remember information with pictures, thus enabling individuals to read maps, diagrams, tables, and infographics easily.

In addition, the learning style of people with spatial-visual intelligence uses scribbles such as paintings, and symbols, which are decorated with coloring. Professions suitable for this intelligence are painters, illustrators, graphic designers, architects, chess players, and navigators.

b. Interpersonal Intelligence

As the name implies, interpersonal intelligence can communicate and establish good relationships with others. Someone with this type of intelligence can negotiate, likes to cooperate, and can read social situations and the intentions of the other person.

The interpersonal intelligence learning style is using group work, teaching others, learning with service media, to utilizing relationship and communication skills. Professions suitable for this type are public relations, marketing, teachers, advisors, managers, to teachers.

c. Linguistic Intelligence

If spatial-visual intelligence relies on images, linguistics is proficient in verbal abilities. A person with this type of intelligence can remember words. Other abilities possessed by linguistic intelligence are proficiency in reading and writing, good at public speaking, and arguing, and happy with word games.

In addition, this intelligence learning style uses puzzles, journal writing, interviews, discussions, speed reading, and through stories. Professions suitable for linguistic intelligence are narrators,

spokespersons, writers, journalists, presenters, motivators, and poets.

d. Musical Intelligence

This type of intelligence is unique because it can analyze, recognize, and remember songs, rhythms, and tones. Apart from being sensitive to music, rhythm, and timbre, musical intelligence is also capable of composing various rhythms into songs and remembering well through music and its sense of hearing.

The learning styles possessed by musical intelligence are playing musical instruments, learning while accompanied by songs, joining a choir, and taking pictures with music. Professions suitable for this intelligence are of course musicians, singers, band personnel, conductors, performers, to song arrangers.

e. Naturalist Intelligence

This intelligence is also unique because it uses nature to adapt to life. As the name implies, naturalist intelligence allows a person to be aware of the natural environment, likes to interact with animals, like adventures, and travel outside the home. Individuals with this ability are also very enthusiastic to explore all knowledge related to nature.

In addition, the naturalist intelligence learning style is to use hands-on practice in the field, not prioritizing appearance, exploration is prioritized over theory, to collecting and collecting samples in nature. Suitable professionals are nature lovers, mountain climbers, diving trainers, and weather experts, and work in zoos.

f. Body Kinesthetic Intelligence

As the name implies, this intelligence allows a person to use body parts in solving a problem. Someone with kinesthetic intelligence has good body control, mechanical thinking, responsiveness to the physical environment, ease to remember what is done, and perfect reflexes.

This intelligence learning style is to use physical training, models and crafts, activities in the field, and using drama or role classes. Suitable professions are dancers, actors, athletes, athletes, surgeons, and mechanics.

g. Intrapersonal Intelligence

Intrapersonal intelligence is different from interpersonal intelligence. This type of intelligence has high intuitive abilities and is self-aware. The uniqueness is that a person can realize the strengths, weaknesses, and talents he has, and can reflect on the actions and emotions he feels.

In addition, the intrapersonal intelligence learning style uses a lot of question-and-answer exercises, heart-to-heart talk, self-reflection, independent study, journal writing, and control of the learning process. Suitable professionals are philosophers, comedians, novelists, advisors, to religious leaders.

h. Logical Mathematical Intelligence

This type of intelligence is closely related to IQ, logic, numbers, and facts. Someone with logical-mathematical intelligence can calculate carefully, likes to think abstractly, likes order, and solves problems with logic.

In addition, the learning style of this intelligence is to use arithmetic and logic games, problem-solving, data analysis, solving gradually, and deductive thinking. Professions suitable for logical-mathematical intelligence are mathematicians, scientists, accountants, detectives, investigators, and lawyers.

2. **The Concept of Linguistic Intelligence**

   a. **Definition of Linguistic Intelligence**

   L. L. Thurstone first proposed the theory of linguistic intelligence in 1938 in response to his denial of the idea of general intelligence. According to Thurstone, a person can be highly skilled in one area of intelligence (like verbal understanding) while being significantly less

skilled in another (like perceptual speed). In his theory of multiple intelligences, developed in 1983 as a result of his investigation of human cognition through several academic fields, including psychology, neurology, biology, sociology, and anthropology, Howard Gardner also proposed the concept of linguistic intelligence.

Linguistic Intelligence is one of eight multiple intelligences, in which a person is considered to have language intelligence if he can use language effectively. Someone who has this intelligence usually has a hobby of reading, writing, speaking, and listening.

Linguistics Intelligence intelligence represents the ability to use language effectively in speaking and writing. It also includes the ability to use language to convince others and understand the patterns of a language (in terms of grammar use or language suitability).

Writing, reading, telling stories, speaking, memorization, working on puzzles, and conversing are preferred activities for verbal linguistics intelligence. Note-taking, hearing lectures or stories read aloud, reading books or response diaries with a partner, reading aloud for extended periods in silence, storytelling, discussions, tape recording, teachers reading to pupils, translating, taking notes, listening to lectures or short tales, reading books or response diaries, reading aloud to a partner, reading aloud for an extended period, discussions, tape recording, and translating.

According to As'ad (2019), students who have verbal-linguistic intelligence can communicate effectively in various situations. They love learning new words and playing with language. they are passionate about the meaning of words. Verbal-linguistic intelligence can be used to initiate conversations or discussions, for example, students with verbal-linguistic intelligence are effective communicators both orally and in writing.

Linguistic intelligence, according to Arifuddin (2018), is the capacity to use and produce words skillfully in both spoken and written form. Language use and development in general, including spoken and written language, are correlated with linguistic intelligence. A person who possesses this talent can be linguistically intelligent, speak smoothly, and

develop their knowledge using clear concepts. They have good memorization skills and can communicate both orally and in writing with ease.

The ability to use language in spoken and written form in a clear, beautiful, and correct manner, as well as the ability to use language to achieve goals and the capacity to learn new things, are all examples of linguistic intelligence, according to the definitions provided above by a variety of experts. Based on the traits described above, we can see numerous individuals who exhibit high levels of intellect, including poets, journalists, playwrights, writers and novelists, politicians, and instructors. Additionally, linguistic intelligence requires the capacity for effective written and verbal communication.

A child who has high linguistic intelligence tends to be able to tell stories and joke scenes, write better than the average of other children of the same age, have a memory of names, places of residence, and other information better than children in general, likes word games, likes to read books, appreciates rhymes and puns, likes to hear stories without looking at books, communicate, thoughts, feelings, and ideas well, listens and responds, sounds, rhythms, colors, various spoken words.

### b. Characteristics of Linguistic Intelligence

To see more clearly, the characteristics of people with linguistic intelligence are as follows:

1. Listening to and responding to verbal communication.
2. Able to imitate sounds, learn languages, and read and write the works of others.
3. Able to learn by listening, reading, writing, and discussing or debating.
4. Be able to listen effectively, understand and remember what he hears.
5. Being able to read and understand what is read.
6. Being able to speak and write effectively.

7.  Being able to learn foreign languages.
8.  Able to improve language skills that are used in daily communication.
9.  Interested in journalism, debate, speaking, writing or storytelling, or improving writing.
10. You have storytelling skills.

The characteristics of linguistic verbal intelligence:

a.  Hear and respond to every sound of rhythm, color, and various expressions of words.
b.  Imitating voice and language, reading and writing from others
c.  Listening to reading including spelling, discussion, and writing.
d.  Pay attention carefully, comprehend what was said, characterize it, interpret it, and remember it.
e.  Read efficiently, comprehend, summarize, explain, or interpret what they have read.
f.  Speak clearly and convincingly to a variety of audiences and for a variety of objectives, and know when to speak simply, fluently, or passionately.
g.  Effective writing requires knowledge of, adherence to, and application of grammar, spelling, punctuation, and vocabulary.
h.  Show evidence of language competence.
i.  Using paying attention, writing, and speaking skills to compose meaning, describe the meaning itself, and remember, share, discuss, and explain.

**c.  Aspects of Linguistic Intelligence**

Linguistic verbal intelligence includes four aspects, namely as follows:

a) Listening

For people who can hear, the human voice delivers their first experience with language

b) Speaking

Speaking ability can be developed through learning and communicating with others. Effective speaking does not only involve the words used in a tone of voice, facial expressions, attitudes, and body movements.

c) Reading

Reading involves learning to understand and use language, especially written forms of language. Speaking is often a natural speech process while reading requires a certain amount of effort and learning. In large classes, the teacher needs to identify the level of development and interests of each student. The habit of being lazy to read can change when they are allowed to read books according to their interests.

d) Writing

Writing activities cannot be separated from other language activities. Writing is driven by speaking, listening, and reading activities. Incorporating language arts activities in all content areas can help students communicate more effectively and learn holistically. Students in writing activities can develop feelings and feel writing activities as relevant actions that occur among themselves, other people, and society. Writing can cause humans to communicate with others who have never met each other. The ability to think through human words can analyze, solve problems, plan, and create something. Writing skills will make it easier to organize thoughts and ideas which can then be put down on paper.

From the definition above it can be concluded that verbal-linguistic intelligence includes four interconnected aspects, namely the ability to listen, speak, read, and write.

3. **The Concept of Student Motivation**

   a. **Definition of Motivation**

   According to Ali (2010) states that students are those who are specifically entrusted by their parents to take part in learning held at school to become human beings who have knowledge, skills, experience, personality, morality, and independence.

   Students are one of the most important factors in the world of education and for the functioning of the teaching and learning system. Students are people who come to school to obtain or learn some type of education.

   According to Fahmi (2012), motivation is behavioral activities that work to satisfy the desired needs. Motivation is a mental drive that drives human behavior based on need. In motivation, there is a desire that activates, moves, distributes, and directs individual attitudes and behavior (Basrowi, 2014).

   There are two types of motivation. The first is intrinsic motivation. According to Pintrich and Schunk (2018), "Intrinsic motivation refers to the motivation to engage in an activity for its own sake", which means that they do the activity because they feel happy. The second is extrinsic motivation, "motivation to do a job or activity as a means or way to achieve a target" (Mahadi & Jafari, 2012) which means they carry out the activity expecting the desired result such as a reward or avoiding punishment.

   Learning a language with motivation has an important role because motivation affects how students learn English, it can have an impact on their academic success. Every student has a different motivation to learn English. Motivation can influence the teacher's role in the

classroom because the teacher must know what motivates students to have.

However, many teachers do not understand students' motivation in learning English. Teachers need to know what motivation motivates students the most in learning English, both intrinsic and extrinsic motivation. In addition, having a deeper understanding of student's motivation can help teachers to improve teaching and learning English based on student's interests and goals.

### b. The Purpose of Motivation

In general, it may be said that motivation serves the function of inspiring or moving a person to act in a way that will result in results or help them reach specific goals. For a teacher, the goal of motivation is to compel or encourage students to act in ways that will improve their learning outcomes and help them reach the academic targets outlined in the school curriculum.

### c. The Function of Motivation

The function of motivation is to:

1. Encourage people to act, acting as a motor or mover that expels energy.
2. Choose a course of action that will lead to the desired outcome.
3. Deciding which actions should be taken in concert to accomplish the goal by putting aside those that do not help achieve it.
4. Motivation also acts as a catalyst for effort and success.

### d. Characteristics of Motivation

To complete the description of the definition and theory of motivation, it is necessary to state the existence of several characteristics of motivation. The motivation that exists in each person has the following characteristics:

a. Diligent in facing the task (can work continuously for a long time, never stop before it is finished).

b. Tenacious in the face of adversity (not easily despair). Does not need external encouragement to perform as well as possible (not easily satisfied with the achievements that have been achieved).

c. Demonstrate an interest in various issues for adults (eg issues of religious development, politics, the economy, justice, eradicating corruption, opposition to every crime, immorality, and so on).

d. Prefer working independently.

e. Get bored quickly with routine tasks (mechanical things, only repetitive, so they are less creative).

f. Be able to defend his opinion (if sure of something).

g. It is not easy to give up that belief.

h. Loves to find and solve problems.

4. **The Relationship Between Linguistic Intelligence and Learning Motivation in English**

Linguistic intelligence is a person's ability to understand, use and produce language effectively. While the motivation to learn English is the urge or desire to learn English.

The factor of linguistic intelligence and learning motivation is one of the factors that can influence student learning outcomes, especially in English subjects. If a teacher can recognize various types of intelligence, especially one of which is linguistic-verbal intelligence, and a teacher can foster student learning motivation, it will have a positive impact on student achievement, especially in English lessons.

There is a close relationship between linguistic intelligence and motivation to learn English. Individuals who have high linguistic intelligence tend to have a better ability to understand and use English effectively. This can motivate them to learn English further because they feel happy and successful in understanding and using English well.

Conversely, individuals who have high motivation to learn English tend to have a desire to improve their English skills, so they will try to improve their linguistic intelligence by learning and practicing English regularly.

In many cases, a positive relationship between linguistic intelligence and motivation to learn English can help individuals achieve their English goals more effectively and efficiently.

## C. Hypothesis

A hypothesis is a guess, prediction, or provisional answer to a problem. Hypotheses are more operational and ready to be tested empirically (provided that the variables can be measured. Based on the review of related literature the researcher formulates the following hypothesis:

- Alternative Hypothesis (Ha): There is a correlation between students' linguistic intelligence and students' motivation.
- Null Hypothesis (Ho): There is no correlation between students' linguistic intelligence and students' motivation.

# CHAPTER V
# CONCLUSION AND SUGGESTIONS

## A. Conclusion

Based on the results of the data analysis in chapter 4, the conclusions of this research are as follows:

1. Based on the data obtained from the results of research on 62 students regarding linguistic verbal intelligence, the students in class X Senior High School 3 Majene were in the medium category, with 39 people with a percentage of 80.6%.

2. Based on the data obtained from the results of research on 60 students regarding the motivation of class X Senior High School 3 Majene students in the medium category as many as 40 people with a percentage of 80.6%

3. There is a correlation between students' Linguistic Intelligence and Students' motivation. It can be seen from the results of the analysis using the person product moment correlation test with a value of 0.304 which is included in the weak relationship category interval. The coefficient of determination is 0.093. Thus Motivation of students contributed 9.3% to linguistic intelligence. It means that there are 9.3% contributed from students' motivation to students' linguistic intelligence.

## B. Suggestion

### 1.For Teacher

Teachers should continue to motivate their students to remain active in learning by taking into account their personalities and characteristics so that these students can achieve the desired learning success. An introduction to various bits of intelligence such as linguistic intelligence must continue to be conveyed and explained to students so that they are also aware of where their strengths and weaknesses are so that they can optimize their efforts according to the student's personalities.

**2.For Students**

Students should always develop by equipping themselves with various existing bits of intelligence such as linguistic intelligence because it has been proven empirically that this intelligence greatly influences students' lives in the learning process. Satisfactory learning outcomes, increased learning activity, and learning achievement which continue to increase show the importance of mastering this intelligence. Of course, this will later make it easier for students to reach and realize their dreams and aspirations in the future.

**3.For other Researcher**

Other researchers who wish to conduct similar research to be able to develop research and add to the shortcomings of this research, to enrich knowledge about the correlation between students' linguistic intelligence and student motivation

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