

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, problem of the study, hypothesis, objective of the study, significance of the study, scope and limitation and definition of key terms.

A. Background of the Study

Intelligence is commonly used to tell how successful people are in their lives. But the definition of intelligence itself has been a major source of debate, and, as Sternberg argues, there seems to be almost as many definitions of intelligence as there are experts asked to define it. Nevertheless, Carroll defines intelligence as a type of mental ability that concerns the handling of (and reasoning about) information of various sorts. Often, these abilities are described as falling along a hierarchy from simple perceptual processes and information processing to higher and more general forms of problem solving.¹

Gardner & Lambert believe that there is a link between general intelligence and second language learning ability.² Gardner also maintains that intelligences can be educated and improved through schooling and they also are to be developed by encouragement, reinforcement, and instruction.³ There are nine intelligence groups namely: Verbal/linguistic (sensitivity to the meaning and syntax), logical-mathematical (ability to reason and recognize patterns and order),

¹ Zargham Ghabanchi & Rabe'e Rastegar, The Correlation of IQ and Emotional Intelligence with Reading Comprehension, (*The Reading Matrix*, Volume 14, Number 2, 2014), 136.

² R.C. Gardner & W.E. Lambert, *Attitudes and motivation in second language learning*, (New York: Newbury House Publishers, 1972).

³ Fatemeh Hemmati & Nabiollah Sadeghi, The Relationship between Intelligence Ability Types and Learners' Foreign Language Achievement, (*International Journal of Asian Social Science*, Vol. 5, No. 3. 2015), 562.

visual/spatial (ability to perceive the world accurately), bodily kinesthetic (ability to use the body skillfully), musical (sensitivity to pitch, melody, rhythm, stress and tone), interpersonal (the ability to understand people and relationships), intrapersonal (having a skill of knowing *self* and developing it), naturalist (skill and interest in the environment and nature), and existential (capacity to deal with deep questions, questions about the existence of human beings).

Intelligence Quotient (IQ) undoubtedly correlates with every single aspect in our lives. Yet, for some cases someone's IQ turn out not to be the main factor to their success in certain aspects. Still, the role of IQ especially for EFL learners contributes much or less to their academic performance in the class as proposed by Gardner. He said that there is a connection between general intelligence and second language learning ability.⁴

English as other language has four skills namely listening, speaking, reading, and writing. Since those four skill are integrated with one another, they should be taught respectively from listening, speaking, reading and writing. From those four skills, reading and writing are the last skill to learn.

Writing skill is considered to be one way of telling how good a (foreign) language learner is in using the language. Writing skill is the last skill that language learners need to master in order to be able to convey their ideas within good and understandable language. That is why to have a good writing ability is badly important for language learners. Writing is a process of transforming thoughts and ideas into written form. According to Nunan, writing is a mental

⁴ R.C. Gardner & W.E. Lambert, *Attitudes and motivation in second language learning*.

work of inventing ideas, thinking about how to express them into statements and paragraphs that will be cleared to the reader.⁵

Since writing includes to productive skill, the product of writing is commonly in the form of text. English based on KTSP curriculum has several genres of text; they are recount text, narrative text, procedure text, descriptive text, news item, report text, analytical exposition text, spoof text, hortatory exposition text, explanation text, discussion and review text. Each text has its own social function, generic structure and language features. One of the text that eleventh grade students must master is hortatory exposition text.

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lecturers, and research report. The researcher picks hortatory exposition text to be used in this research since it belongs to scientific writing which needs sufficient knowledge to compose one. The researcher assumes that students' intelligence can reflect their writing achievement.

There are many things which can influence a language learner's writing ability. Reading skill is one factor that might influence the writing skills of a language learner. A study conducted by Belanger has shown strong relationships between reading and writing abilities, i.e., good readers tend to be good writers

⁵ Maria Rosa Marpaung & Johan Sinulingga, Improving Students's Writing Recount Text Achievement through Mind Mapping Technique in Junior High School, (*Journal of English Language Teaching of FBS UNIMED*, Vol. 1, No. 2, 2012)

and good writer tend to be good readers.⁶ Abdullah found that the both male and female students nearly have the same correlation between reading and their writing; they are ($r= 0.73$) goes for the male students while ($r=0.89$) for female students.⁷ It means that the reading and writing are highly correlated. Therefore, from mastering reading skill, a language learner should have had sufficient provisions to write.

Meanwhile, in the past fifteen years, many have argued that reading is the most important academic skill for second language students. Many experts believe that an individual's reading ability is also influenced by IQ. Zargham G. & Rabe'e R. found that Intelligence Quotient has positive correlation with reading comprehension ($r=0.36$).⁸ Reading is one of good ways to learn and obtain information, understanding towards particular issues and so on. As for reading skill in English means capability of an individual to comprehend and obtain information from English texts or any other discourses.

Based on the statements above the researcher is interested in investigating the correlation of Intelligence Quotient (IQ) with reading comprehension and students' writing achievement. By figuring out which one of reading comprehension or writing achievement which IQ tends to determine the greater correlation to as well as which one of IQ and reading comprehension contributes more to writing achievement, we can tell which factor should be honed more in order to advance the students' writing achievement. Due to those

⁶ J. Belanger, Theory and Research into Reading and Writing Connections: A Critical Review, (*Reading – Canada – Lecture*, Volume.5, Number.1, 1987), 10-18.

⁷ Abdullah Ibrahim Al-Saadat, Investigating the Relationship of Reading and Writing Abilities in the English Language Program at King Faisal University, (*Scientific Journal of King Faisal University (Humanities and Management Sciences)*, Vol. 5 No.1, 2004), 221.

⁸ Zargham Ghabanchi & Rabe'e Rastegar, The Correlation of IQ and Emotional Intelligence with Reading Comprehension, 136.

reason, the researcher would like to conduct a study entitled *The Correlation of Intelligence Quotient (IQ) with Reading Comprehension and Writing Achievement of EFL Learners'*

B. Statements of the Research Problem

Based on the statement of the background of the study above, the problem of this study is formulated as follows:

- a. Is there any significant correlation between IQ and reading comprehension achievement?
- b. Is there any significant correlation between IQ and writing achievement?
- c. Is there any significant correlation between reading comprehension achievement and writing achievement?
- d. Which one of reading comprehension or writing achievement does Intelligence Quotient (IQ) have closer correlation with?

C. Hypothesis of the Study

The hypothesis of this study is formulated as follows:

a. Intelligence Quotient (IQ) with Reading Comprehension Achievement

H_1 = There is significant correlation between Intelligence Quotient (IQ) and Reading Comprehension Achievement of EFL learners'.

H_0 = There is no significant correlation between students' Intelligence Quotient (IQ) and Reading Comprehension Achievement of EFL learners'.

b. Intelligence Quotient (IQ) with Writing Achievement

H₁ = There is significant correlation between Intelligence Quotient (IQ) and Writing Achievement of EFL learners'.

H₀ = There is no significant correlation between students' Intelligence Quotient (IQ) and Writing Achievement of EFL learners'.

c. Reading Comprehension Achievement with Writing Achievement

H₁ = There is significant correlation between Reading Comprehension and Writing Achievement of EFL learners'.

H₀ = There is no significant correlation between Reading Achievement and Writing Achievement of EFL learners'.

D. Objectives of the Study

Based on the research problem, the general purposes of this study are aimed at:

- a. Determining the degree of correlation between IQ and EFL learners' reading comprehension achievement.
- b. Determining the degree of correlation between IQ and EFL learners' writing achievement.
- c. Determining the degree of correlation between reading comprehension and writing achievement of EFL learners'.
- d. Figuring out which one of reading comprehension or writing achievement that Intelligence Quotient (IQ) has closer correlation with.

E. Significance of the Study

This study is expected to contribute some benefits theoretically and practically as follows:

1. Theoretically, this study is expected to enlarge the literature and provide more evidence that support the theories proposed by Gardner, Lambert and other experts by giving the correlation result of intelligence with reading comprehension and EFL learners' writing achievement.
2. Practically, this study is also expected to give motivation of learning foreign language, both for the students and the English teacher. As for the teacher this study might be used to encourage the students to read a lot and write, particularly, hortatory exposition text and any other written products. Specifically, the study can be used by students independently to motivate themselves in comprehending as well as generating ideas in order to be able to write a hortatory exposition text well. This study can also be used as reference for other similar studies.

F. Scope and Limitation

The research focuses on investigating intelligence, reading skills and their correlation to the students' writing achievement, especially in composing a hortatory exposition text by applying correlational research design. This study is limited only on the students' IQ test scores, students' reading comprehension results and hortatory exposition texts they compose without giving any special treatment to them. In this study, the researcher wants to see the correlation of intelligence with reading comprehension and EFL learners' hortatory exposition

text writing, to determine which one between reading comprehension and writing achievement that intelligence contributes more to as well as which one between IQ and reading that contributes more to writing achievement.

G. Definition of Key Terms

To make it clear for the readers to comprehend the topic discussed in this study, some definition of the key terms are briefly stated as follows:

1. Intelligence Quotient (IQ) can be defined as the global capability to deal with any aspects in daily life. In this present study, IQ is used as a measurement for students to deal with two language skills, reading and writing.
2. Reading, in this study, is an ability of students' in understanding English text and other discourses. To specify the reading materials, it is focused on how well students comprehend the messages of a hortatory exposition text.
3. Writing is a way to deliver a message from writer to reader(s). Writing is a process of transforming thoughts and ideas into written form. In this present study, the researcher has the students compose a hortatory exposition text.
4. Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.