

**THE CORRELATION BETWEEN LINGUISTIC
INTELLIGENCE AND VOCABULARY MASTERY
AT THE FIFTH SEMESTER STUDENTS OF ENGLISH
DEPARTMENT UIN SYAHADA PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Degree of Educational (S.Pd) in English Educational
Department*

Written By:

SANDIA SIREGAR
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

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Padangsidempuan, Desember 2024
To: Dean of Tarbiyah and Teacher
Training Faculty
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Assalamu'alaikum warahmatullah wabarakatuh


After reading, studying, and giving advice for necessary revision on the thesis belongs to **Sandia Siregar**, entitled **"The Correlation Between Linguistic Intelligence and Vocabulary Mastery at the Fifth Semester Students of English Department Uin Syahada Padangsidempuan"**.

we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.


Wassalamu'alaikum warahmatullah wabarakatuh

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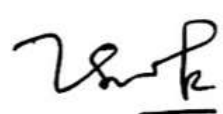
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ABSTRACT

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Title of Thesis : The Correlation Between Linguistic Intelligence and Vocabulary Mastery at the Fifth Semester Students of English Education Study Program at UIN Syahada Padangsidempuan.

This study aims to find out the correlation between linguistic intelligence and vocabulary mastery at the fifth semester students of English Department UIN Syahada Padangsidempuan. The problem raised is how linguistic intelligence affects students' ability to master vocabulary. This study used a quantitative approach with a correlational method. The sampling technique used was total sampling. Instrument of the data were collected through two types of tests namely linguistic intelligence test and vocabulary mastery test each consisting of 20 items of multiple choice questions that have been tested for validity and reliability. The analysis of the data was used Pearson correlation. The analysis results showed that the average score of students' linguistic intelligence was 58.85, while the average score of vocabulary mastery was 54.52. In addition, a significant correlation was found between linguistic intelligence and vocabulary mastery, with a calculated t value of 2.340 which is higher than the t table value ($2.340 > 0.423$). This finding shows that linguistic intelligence has a positive influence on vocabulary acquisition of fifth semester students of the English Department of UIN Syahada Padangsidempuan.

Keywords: Linguistic intelligence and vocabulary mastery

ABSTRAK

Nama : Sandia Siregar
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Judul Skripsi : Hubungan antara Kecerdasan Linguistik dan Penguasaan Kosakata pada Mahasiswa Semester Lima Jurusan Pendidikan Bahasa Inggris UIN Syahada Padangsidimpuan.

Penelitian ini bertujuan untuk mengetahui korelasi antara kecerdasan linguistik dengan penguasaan kosakata pada mahasiswa semester lima Jurusan Bahasa Inggris UIN Syahada Padangsidimpuan. Permasalahan yang diangkat adalah bagaimana pengaruh kecerdasan linguistik terhadap kemampuan mahasiswa dalam menguasai kosakata. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Teknik pengambilan sampel yang digunakan adalah total sampling. Instrumen data dikumpulkan melalui dua jenis tes yaitu tes kecerdasan linguistik dan tes penguasaan kosakata yang masing-masing terdiri dari 20 butir soal pilihan ganda yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan korelasi Pearson. Hasil analisis menunjukkan bahwa skor rata-rata kecerdasan linguistik siswa adalah 58,85, sedangkan skor rata-rata penguasaan kosakata adalah 54,52. Hasil analisis menunjukkan bahwa terdapat hubungan yang signifikan antara kecerdasan linguistik dan penguasaan kosakata. Selain itu, ditemukan korelasi yang signifikan antara kecerdasan linguistik dan penguasaan kosakata, dengan nilai t hitung sebesar 2,340 yang lebih tinggi dari nilai t tabel ($2,340 > 0,423$). Temuan ini menunjukkan bahwa kecerdasan linguistik memiliki pengaruh positif terhadap penguasaan kosakata mahasiswa semester lima Jurusan Bahasa Inggris UIN Syahada Padangsidimpuan.

Kata kunci: Kecerdasan linguistik dan penguasaan kosakata.

المخلص

الاسم : سانديه سريجار
الرقم الجامعي : ٢٠٢٠٣٠٠٠٤٨
عنوان الرسالة : العلاقة بين الذكاء اللغوي وإتقان المفردات لدى طلاب الفصل الخامس في قسم تعليم اللغة الإنجليزية بجامعة "يو آي إن شهادا" بادانج سيديمبوان.

هدف هذا البحث إلى معرفة العلاقة بين الذكاء اللغوي وإتقان المفردات لدى طلاب الفصل الخامس بقسم اللغة الإنجليزية في جامعة الدراسات الإسلامية العليا شاهدة بادنغ سيدي مبوان. وتتمثل المشكلة المطروحة في مدى تأثير الذكاء اللغوي على قدرة الطلاب على إتقان المفردات. يستخدم البحث منهجاً كمياً باستخدام الأسلوب الارتباطي، مع أخذ العينة بشكل شامل. تم جمع البيانات من خلال اختبارين، وهما اختبار الذكاء اللغوي واختبار إتقان المفردات، يحتوي كل منهما على عشرين سؤالاً من نوع الاختيار من متعدد، وقد تم اختبار صلاحية وموثوقية الأسئلة. تم تحليل البيانات باستخدام ارتباط بيرسون أظهرت نتائج التحليل أن متوسط درجات الذكاء اللغوي للطلاب هو ٥٨,٨٥، بينما كان متوسط درجات إتقان المفردات ٥٤,٥٢. وبيّنت النتائج وجود علاقة دالة إحصائية بين الذكاء اللغوي وإتقان المفردات، حيث بلغت قيمة t المحسوبة ٢,٣٤٠، وهي أعلى من قيمة t الجدولية (٢,٣٤٠ > ٠,٤٢٣). (تُظهر هذه النتائج أن الذكاء اللغوي له تأثير إيجابي على إتقان المفردات لدى طلاب الفصل الخامس بقسم اللغة الإنجليزية في جامعة الدراسات الإسلامية العليا شاهدة بادنغ سيدي مبوان).

الكلمات المفتاحية: الذكاء اللغوي، إتقان المفردات

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This thesis can not be success without criticism and suggestion. Therefore it is very pleasant to me to receive criticism and suggestion from readers for the perfection of this thesis.

Padangsidempuan, Oktober 2024

Researcher

Sandia Siregar

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Education is the main foundation in developing a competitive and high-quality next generation. It is stated by Chazan that education is an activity that takes place in various environments and aims to develop knowledge, understanding, appreciation, growth, care, and behavior.¹ Education also include both official learning in schools, colleges, and universities and informal learning outside of the formal academic context. The goal of education is to help people reach their full potential, prepare them to participate in society, and improve their overall quality of life. In the current era of globalisation, English language skills have become one of the crucial skills to compete and communicate at the international level. Success in formal education is often predicted based on an individual's ability to speak English. One of the factors that influence this achievement is the multiple intelligences possessed by each individual.

According to Armstrong, the theory of Multiple Intelligences developed by Howard Gardner has transformed the way people think about learning around the world.² Gardner proposed the idea that the traditional concept of intelligence, often measured by IQ tests, is insufficient to comprehensively describe human cognition. Instead, he suggested that humans have different types of intelligence that reflect different ways of interacting with the world. The different types of

¹Barry Chazan, *Principles and Pedagogies in Jewish Education, Principles and Pedagogies in Jewish Education*, 2021, <https://doi.org/10.1007/978-3-030-83925-3>.

²Thomas Armstrong, *Multiple Intelligences in the Classroom 3rd Edition*, Education, vol. 124, 2003, <https://z-lib.io/book/18179587>.

intelligence including linguistic, kinesthetic, musical, spatial, logical-mathematical, interpersonal, intrapersonal and naturalist intelligences.

In this study, researcher only took one type of multiple intelligences, namely linguistic intelligence. Linguistic intelligence is the ability to speak, write, understand, and interpret the meaning of words and language structures. Yogatama et al. state that linguistic intelligence is the ability to adapt quickly to new tasks by utilizing prior knowledge of the lexicon, syntax, semantics, and pragmatic rules of a language.³ Students who have high linguistic intelligence can understand and use language better because they already have a strong understanding of how language works. In contrast, students with lower levels of linguistic intelligence often struggle to understand complex words, especially those with prefixes and suffixes. These difficulties can result in a lack of confidence to participate in language learning activities.

In addition, vocabulary is an important component of language proficiency, which affects students' capacity to understand texts and express themselves clearly. As stated by Cleverisa et al. vocabulary is an important component of speaking or learning English.⁴ Students with a strong vocabulary can understand the meaning of phrases, identify key points, and communicate their thoughts effectively. However, many children struggle to learn key

³Dani Yogatama et al., "Learning and Evaluating General Linguistic Intelligence," 2019, 1–14, <http://arxiv.org/abs/1901.11373>.

⁴Shacitra Ayu Cleverisa, Sahiruddin Sahiruddin, and Widya Catherine Perdhani, "The Correlation between EFL Students' Vocabulary Mastery and Their Reading Ability," *Jurnal Pendidikan : Riset Dan Konseptual* 6, no. 3 (2022): 487, https://doi.org/10.28926/riset_konseptual.v6i3.555.

vocabulary components such as nouns, adjectives and verbs, affecting their overall language competence.

Given the relevance between linguistic intelligence and vocabulary mastery, it is imperative to investigate the correlation between the two factors to understand how linguistic intelligence, particularly in the morphological domain, affects students' vocabulary learning outcomes. This study aims to close this gap by examining the role of prefixes and suffixes in improving students' vocabulary comprehension. Hopefully, it is expected that this study will demonstrate a positive correlation between linguistic intelligence and vocabulary mastery at the fifth semester student of English Department UIN Syahada Padangsidempuan. A deeper understanding of the impact of linguistic intelligence on vocabulary is expected to provide new insights for educators in designing more adaptive and effective teaching methods.

Based on the background above, the researcher is interested in doing the research with the title “The Correlation Between Linguistic Intelligence and Vocabulary Mastery at the Fifth Semester students of English Department UIN Syahada Padangsidempuan”

B. The Identifications of the Problems

Based on the explanation above, the researcher identified the problems, which are:

1. Students lack of understanding linguistics, especially in the material of prefixes and suffixes.
2. Students are struggle to understand terminology in the context of sentences.
This can be seen in the frequent failure to accurately capture the main idea of the text.
3. Students with lack of vocabulary knowledge may experience psychological problems, such as a lack of interest in reading English.

C. The Limitation of the Problem

To make this study more specific, the researcher limits the problem by focusing and giving more attention to linguistic intelligence especially in morphology this study can help students explain how these language elements contribute to vocabulary mastery especially in noun, adjective and verb where as in the linguistic intelligence focused in the morphology in the prefix and suffix. Therefore, based on the problem identification above, this research is focused on the correlation between linguistic intelligence and vocabulary mastery at the fifth semester students of English department of UIN syahada Padangsidempuan.

D. The Definitions of Operational Variables

1. Linguistic Intelligence

Linguistic Intelligence is a person's ability to use language effectively in various contexts, whether in speaking, writing, or understanding spoken and written language. Person with high linguistic intelligence are usually good in speaking, writing, or understanding and creating persuasive arguments.

2. Vocabulary Mastery

Vocabulary mastery is a person's ability to understand, use and master vocabulary in a particular language. This includes understanding the meaning of words, how they are used in different contexts, and the capacity to recognize and produce different forms of words such as nouns, adjectives, and verbs.

E. The Formulation of the Problems

Based on the background of the problem above, the researcher formulates the problem as follow:

1. How is students' linguistic intelligence at the fifth semester of English department UIN Syahada Padangsidempuan?
2. How is students' vocabulary mastery at the fifth semester of English department UIN Syahada Padangsidempuan?
3. Is there any significant correlation between students' linguistic intelligence and vocabulary mastery at the fifth semester of English department UIN Syahada Padangsidempuan?

F. The Purposes of the Reserch

Based on the the formulation of the problem above, the purpose of the research as follows:

1. To know how students' linguistic intelligence at the fifth semester of English department UIN Syahada Padangsidimpuan.
2. To know how students' vocabulary mastery at the fifth semester of English department UIN Syahada Padangsidimpuan.
3. To find out there is a significant correlation between students' linguistic intelligence and vocabulary mastery at the fifth semester students of English department UIN Syahada Padangsidimpuan.

G. The Significances of the Research

1. For Teachers, this research provides profound insights for lecturers and teachers on how linguitic especially morphological knowledge, particularly the understanding and application of suffixes and prefixes, contributes to students' vocabulary mastery.
2. For Students, this research will help them in mastering English vocabulary better. With the learning approach based on the findings of this study, students will gain a deeper understanding of linguistic especially in morphology and vocabulary especially in noun adjective and verb.
3. For Researcher, this study also makes a significant contribution to other researchers who are interested in examining aspects of linguistic intelligence and vocanulary mastery. The results of this study can be an important

reference for further studies and expand the understanding of how linguistic affects vocabulary learning.

H. Outline of the Thesis

In this study, researchers divided the discussion into five chapters. Each chapter consists of sub-chapters with the following details:

1. Chapter I consists of the background of the problem, problem identification, problem limitation, problem formulation, research objectives, research benefits, operational definition of variables, and thesis writing systematics.
2. Chapter II contains a theoretical description that explains linguistic intelligence, vocabulary acquisition, as well as related research findings, conceptual framework, and hypotheses.
3. Chapter III contains the research design, time and place of research, population and sample, data collection instruments, validity and reliability of instruments, research procedures, data analysis techniques, and data analysis methods.
4. Chapter IV contains the results of the study, which explains the description of the initial data, the description of the final data, and the comparison of the results before and after treatment. Furthermore, data analysis, hypothesis testing, discussion, and potential threats to the validity of the research.
5. Chapter V contains conclusions, implications, and suggestions given by the researcher

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Concept of Linguistic Intelligence

a. Definition of Linguistic Intelligence

Linguistic intelligence is the ability to use words, both spoken and written. This shows that someone with linguistic intelligence is able to speak and write effectively. People with linguistic intelligence can communicate thoughts and information clearly while understanding language. As stated by Maharani and Kurniaman, linguistic intelligence refers to the capacity to communicate successfully vocally, for example storytellers, narrators, politicians, and in written form, for example writers and poets.⁵ This form of intelligence includes not only the ability to understand and produce effective and meaningful language, but also the ability to adapt language to different communication contexts. Understanding the complex structures of language, including phonology, morphology, syntax, and semantics, is essential to communicating ideas successfully and persuasively.

Understanding the complex nature of language is essential to effectively communicate ideas with several parts of language, namely phonology, morphology, syntax, and semantics, which are the four main

⁵Dea Sinta Maharani and Otang Kurniaman, "Development of Instruments for Assessing Linguistic Intelligence in Elementary School," *JOURNAL OF TEACHING AND LEARNING IN ELEMENTARY EDUCATION (JTLEE)* 2, no. 2 (2019): 138.
<https://doi.org/10.33578/jtlee.v2i2.7650>.

components of language structure. This adaptability allows people to easily solve various linguistic problems. Problems that are often encountered by people who are weak in linguistics are minimal vocabulary, difficulty in understanding meaning, lack of knowledge of language structure, and inappropriate use of words. It can be concluded that people with high linguistic intelligence not only convey their ideas fluently, but they also have a deep awareness of the nuances and complexities of language, which allows them to participate in nuanced conversations and produce interesting literary works.

People with high linguistic intelligence are not only able to express themselves fluently and convincingly, but also have a deep understanding of the complexities of language. This ability allows individuals to participate in complex conversations, expressing thoughts and feelings more gently and precisely. For example, they can choose the right words to convey certain feelings or events, thereby increasing the effectiveness of communication. In addition, their knowledge of the structure and meaning of language allows them to better interpret texts in both spoken and written forms.

People with this intelligence are usually associated with professions that allow them to be fluent in good and correct language. Professions that are often associated with this intelligence are teachers, lawyers, writers, speakers. As for a figure who has linguistic intelligence that we know in Islam, namely the Prophet Muhammad SAW is known

for his extraordinary linguistic intelligence, both in conveying the revelation of the Qur'an and in preaching. The language used in the Qur'an is considered very beautiful and full of meaning, influencing many people with its depth and beauty. As for the evidence that contains "And We did not send any messenger except in the language of his people, so that he might explain them clearly." (QS. Ibrahim [14]: 4)⁶

Linguistic intelligence is a person's ability to understand, use, and adapt language effectively, both spoken and written. People with this intelligence are able to convey ideas clearly, choose the right words, and understand language structures in depth, such as phonology, morphology, syntax, and semantics. They can also adapt in various communication contexts, so they are able to express thoughts persuasively and precisely. Islamic figures such as the Prophet Muhammad SAW are examples of individuals with high linguistic intelligence, who can convey messages beautifully and deeply, influencing many people through their language skills. People with high linguistic intelligence also have a good understanding of morphology. In conclusion, linguistic intelligence encompasses a deep ability to understand, articulate and adapt language effectively in both spoken and written forms. Individuals with this intelligence can communicate thoughts precisely, using a deep understanding of language structures-such as phonology, morphology, syntax, and semantics-to navigate diverse communication contexts. For

⁶Al-Qur'an and its Translation, Department of Religion of the Republic of Indonesia, 2004.

more details will be discussed in the next sub-heading which discusses the components of linguistic intelligence.

b. Components of Linguistic Intelligence

The components of Linguistic Intelligence refer to the various characteristics and talents involved in the use and understanding of language. Linguistic intelligence is one type of intelligence identified by Howard Gardner, a figure who initiated the theory of multiple intelligences. There are four linguistic components, which are described as follows:

1) Syntax.

Syntax is a part of linguistics that studies sentence structure and the principles that control how words are combined to make meaningful sentences. As stated by Surayya, et al., syntax is the science that studies the structure of sentences. Syntax, as defined above, is the science that studies the structure of sentences, clauses, and phrases consisting of several words.⁷ This involves not only the basic structure of sentences, but also the organization of clauses and phrases consisting of many words. Syntax in linguistic intelligence is concerned with the knowledge of how words can be combined successfully to produce grammatically accurate phrases, clauses, and sentences.

⁷Azizah Surayya et al., "Syntax in Communication: Shaping Meaning Through Structure," *Tambusai Education Journal* 8, no. 1 (2024): 1019–26, <https://doi.org/10.31004/jptam.v8i1.12498>.

According to Surayya et al., he argues that phrases and clauses play an important role in the formation of sentence structure.⁸ Clauses, on the other hand, consist of a subject and a predicate, which can stand alone or depend on another clause. Both help to communicate ideas and meanings effectively through language, so understanding these structures is essential for communication analysis. Communication analysis is analyzing and evaluating information in detail in communication.

Mastery of syntax allows for the creation of clear and cohesive statements, thus promoting effective communication in both spoken and written forms. A thorough understanding of syntactic rules enhances one's capacity to convey ideas accurately, ensuring that the intended meaning is communicated without ambiguity. This talent is essential for anyone who wishes to thrive in a language-related field that requires the proper use of language.

Individuals with strong linguistic skills have the ability to understand and apply syntactic mechanisms effectively, allowing them to produce clear and coherent content. This is a valuable skill to have when writing or working, as proper coding significantly improves the accuracy and efficiency of conveying information. The application of syntactic principles enhances the ability to distinguish between active and passive writing, as well as the use of different

⁸Surayya et al.

types of writing. Additionally, individuals who are mature in syntax are able to create business expressions that convey a clear message, thus facilitating communication. This skill not only facilitates clearer understanding, but also allows for more persuasive and persuasive writing, making it an important factor in academic, professional, and social contexts.

The conclusion of syntax is the science of sentence structure and the principles that govern how words are combined to form coherent sentences. Mastery of syntax allows one to produce clear and coherent statements, thereby improving good oral and written communication. This talent is important in disciplines related to language because it helps in the communication of ideas accurately and unambiguously. The next linguistic component is semantics which will be explained in the next heading.

2) Semantics

Refers to Kempson's description in *Semantic Theory*, semantics is the area of linguistics that studies language meaning.⁹ It investigates how meaning is inferred from sentences and their broader context in addition to from individual words. Semantics is the study of the link between language structures (words, phrases, or syntax) and their meanings. Kempson focuses on model-theoretic

⁹R. M. Kempson, *Semantic Theory* (Cambridge University Press, 1977). P .191

methods, which assess how meaning emerges from linguistic structures using formal logic.

Semantics is an important component of linguistic intelligence, involving the ability to understand the literal and connotative meanings of words and expressions. Individuals who understand semantics are adept at understanding the complexities of language, allowing them to understand all the subtleties that affect communication. Their ability to detect these differences not only enhances their knowledge but also allows them to communicate concepts more effectively in a variety of situations.

Individuals with high levels of linguistic intelligence are skilled in a variety of situations such as understanding implied meanings and applying words. Closely related to synonyms, antonyms, and homonyms are understood and used effectively, thereby enriching their linguistic repertoire. For example, a semantic expert can understand the differences in meaning between words that appear similar but have different functions in different situations. The term “big,” for example, may relate to physical size in one context but convey meaning or importance in another. Their capacity to manage such complexity enhances their overall communication skills.

Semantics is also the study of the meaning of words, phrases, sentences, and texts. Semantics plays an important role in linguistic

intelligence, allowing a person to understand the literal and connotative meanings of words and capture the nuances that affect communication. Individuals with high linguistic intelligence are able to understand synonyms, antonyms, and homonyms, and distinguish the meaning of words in various contexts, thereby improving their communication skills. The next component will be discussed in the following sub-headings.

3) Pragmatic

Pragmatics is a discipline of linguistics that investigates the use of language in social contexts and how context influences meaning. Pragmatics analyzes elements of language use by analyzing the external or extralingual aspects of a language.¹⁰ Pragmatics, in the context of linguistic intelligence, focuses on understanding how language serves various communicative purposes, such as making requests, making suggestions, or giving directions. This field of study emphasizes the role of context, social norms, and speaker intent in influencing how language is interpreted and used. Individuals who study pragmatics improve their ability to negotiate social situations and successfully communicate their messages, adapting their language to the different circumstances and audiences they encounter.

¹⁰Pranowo Pranowo, "The Role of Context in the Interpretation of Pragmatic Meaning," *RETORIKA: Journal of Language, Literature, and Teaching* 13, no. 2 (2020): 256–67, <https://doi.org/10.26858/retorika.v13i2.12666>.

Pragmatics refers to the capacity to understand and use unwritten norms that support fluent and effective communication in a variety of social situations. This aspect of linguistic intelligence is concerned with understanding how variables such as intonation, tone of voice, and contextual signals affect the interpretation of a message. For example, the formality of a request varies depending on the relationship between the speaker and listener; a casual tone may be fine among friends, while a more formal approach may be required in a professional setting. Individuals who master pragmatic skills can confidently navigate social encounters, ensuring that their communication is not only clear but also contextually acceptable and polite.

In conclusion, pragmatics enhances linguistic intelligence by enabling people to successfully alter their language based on social circumstances, speaker goals, and unwritten norms, resulting in clear, precise, and polite communication in a variety of scenarios. The next component will be discussed in the next sub-heading.

4) Morphology

As stated by Zuhri et al., morphology is the study of language and word production, especially how new words are produced in different languages.¹¹ On the other hand, referring to Haspelmath

¹¹Moh Shofi Zuhri, Suwandi Suwandi, and Sri Wuli Fitriati, "Morphological Process of Morphemes Through Word-Formation Process in Students' Writing," *English Education Journal* 12, no. 3 (2022): 301–9, <https://doi.org/10.15294/eej.v12i3.49676>.

and Sims morphology is the study of the internal structure of words.¹² In the context of linguistic intelligence, morphology investigates the subtle interactions of morphemes—such as prefixes, suffixes, and root forms—that combine to form new words. In addition, morphology examines how morphological changes affect the meaning and use of words in sentences. Understanding these components of morphology not only improves vocabulary but also the understanding of the dynamics of language, allowing people to recognize the complex relationships between word form and meaning in different situations.

Morphological awareness is essential to effective language use because it allows people to break down complex words into their constituent elements, which aids in vocabulary comprehension and retention. This skill allows students to interpret unfamiliar words by learning their prefixes, suffixes, and roots, thereby expanding their vocabulary and improving their reading comprehension. Furthermore, those with excellent morphological skills understand the complexities of language, such as how small changes in word structure can result in large adjustments in meaning. Understanding the difference between “happy,” “happy,” and “unhappy” shows how morphological changes can convey different emotions and ideas. Finally, a strong understanding of morphology not only aids in

¹²Martin Haspelmath and Andrea D. Sims, *Understanding Morphology*, *Understanding Morphology*, 2013, <https://doi.org/10.4324/9780203776506>.

language acquisition, but also improves overall communication skills, allowing for more precise and expressive expression in both spoken and written forms.

In short, the components of linguistic intelligence-syntax, semantics, pragmatics, and morphology-play an important role in understanding and using language effectively. Syntax focuses on sentence structure and grammatical correctness, which enables clear and organized communication. Semantics studies the meaning of words, enhancing the ability to understand nuances and convey the right message. Pragmatics emphasizes the impact of context on language use, allowing individuals to adapt their communication to social situations appropriately. Finally, morphology studies the structure of words and their components, supporting vocabulary development and a deeper understanding of language. Together, these components build a strong foundation for proficient language use, facilitating accurate and meaningful expression in a variety of contexts. To better understand morphology, see the sub headings below.

2. Concept of Morphology

a. Definition of Morphology

Morphology is the science that studies the structure of words and how words are produced from the smallest components that have meaning, called morphemes. Based on Matthews morphology is the area

of grammar that focuses on the internal structure of words.¹³ Matthews defines morphology as a grammatical system that focuses on the internal structure of words. In this view, words are not straightforward linguistic units, meaning that they have components that can be further examined. These components, known as morphemes, are small units of language that have meaning, such as root words, prefixes and suffixes. Through the use of morphology, we can understand how these elements interact to create new words or modify existing words.

As a branch of linguistics, morphology also explains the process of word formation through several mechanisms, such as derivation and inflection. In derivation, females such as suffixes are used to create new words or change existing words, such as from adjectives to nouns (happy). In contrast, changes are made in inflection to align the word with the relevant grammatical function.

b. Morphological Components

Morphological components are the main factors that shape and influence the structure of words in a language. Morphology is the study of word structure, including how words are formed, changed, and combined. There are two morphological components which are described as follows:

¹³P.H. Matthews, *Morphology Second Edition*, Second (United States of America, 1991).

1) Prefix

A prefix is a morpheme that is used at the beginning of a root word to change its meaning. For example, the word "happy" can become "unhappy" by adding the prefix "un-," which means "not." As mentioned by Bieswanger and Becker in Mena and Sputri, prefixes are affixes that are added at the beginning of basic words, such as anti- in the noun antihero (anti-hero), dis- in the verb disarm (dis-arm), or un- in the adjective unjust.¹⁴ For example, the prefix "re-" can be applied to the verb "write" to form the word "rewrite," which means to write again. Another example is the prefix "dis-" added to the word "honest" to create the word "dishonest," which means to be untrustworthy. These prefixes change the meaning of the base word to the opposite of its original meaning. As a result, prefixes not only change the meaning of words, but also provide useful information when using the language.

Example of sentences:

- a) No- : He felt unhappy with the news he received.
- b) Repeat- : They decided to redo the entire project to improve its quality.
- c) No-His comments were rude and hurtful to others.
- d) Wrong-: He misunderstood the instructions and made a mistake.

¹⁴Vera Vetri Mena and Kurnia Saputri, "A Contrasting Analysis Between English and Indonesian Prefixes and Suffixes in Descriptive Texts of Students' Textbooks," *English Community Journal* 2, no. 1 (2018): 175, <https://doi.org/10.32502/ecj.v2i1.1007>.

- e) More- :The project went over budget due to unexpected expenses.
- f) Pre-: They choose to preheat the oven before baking the cake to ensure the cake bakes evenly.
- g) Inter- : International conferences bring together specialists from different sectors to discuss climate change.

In conclusion, suffixes and prefixes are important morphemes that modify the meaning and function of base words, thus allowing language users to express a variety of ideas and nuances. By adding suffixes or prefixes, words can change their meaning, grammatical function, or context, thus enriching the language with diverse expressions and enhancing communication. suffix and prefix are closely related to vocabulary for more details will be discussed in the next subtitle, namely the concept of vocabulary mastery.

2) Suffix

A suffix is a morpheme that is inserted at the end of a root word to change its meaning or function. As explained by Simaremare and Silalahi Suffix is a type of affix that is attached to the end of a word or morpheme.¹⁵ For example, the suffix "-ness" can be added to the word "happy" to get the word "happiness." This

¹⁵Destriani Simaremare and Dumaris E Silalahi, "Derivational Affixes in Writing Analytical Exposition Texts," *Journal of Language and Language Teaching* 9, no. 1 (2021): 44, <https://doi.org/10.33394/jollt.v9i1.2999>.

changes the function of the word from describing a state (happy) to presenting the state itself. Another example is the suffix "-able" which, when combined with the word "manage," produces the word "manageable." In this case, the term refers to the ability of something to be managed. As a result, suffixes play an important role in determining the meaning and function of words in language.

Example of sentences:

- a) -Al: The natural scenery is amazing.
- b) -enceWe saw a big difference in their performance.
- c) -between: The importance of this project is clear to everyone.
- d) -ehHe is a talented teacher.
- e) -ion: The celebration was a huge success.
- f) -ist: The artist painted a beautiful landscape.
- g) -asi: The design took several months to create.
- h) -fullHer thoughtful gift made the occasion even more special.
- i) -less: The endless possibilities of creativity inspire students.
- j) -send:His leadership in the project was crucial to its success.

3. The Concept of Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary mastery is a person's ability to understand, use, and master vocabulary in a particular language. This includes understanding the meaning of words, how they are used in different contexts, and the capacity to recognize and produce different word forms such as nouns,

adjectives, and verbs. As shown by Kim's vocabulary in Roaini and Ansar is one of the most important components of a second language and can be broadly defined as knowledge of words and their meanings.¹⁶ The claim is that vocabulary is important in a second language because without it, students will struggle to understand and communicate effectively in English classrooms.

Vocabulary involves not only learning the meaning of words, but also the correct use of words in various situations. Furthermore, a strong vocabulary enhances reading, speaking, listening, and writing skills. Vocabulary also affects students' ability to construct sentences, comprehend books, and engage in conversation. In this situation, vocabulary growth should be viewed as an ongoing process in which students participate in various activities that expand their understanding of terms and their applications.

In addition, vocabulary teaching is very important because it can improve students' ability to understand and use English effectively. In the context of listening, vocabulary mastery allows students to better understand the content of conversations, instructions, and audio materials, expanding their knowledge and improving overall communication skills. So, vocabulary is more than just learning words; it also includes how words are used in various communication situations.

¹⁶Roaini Roaini and Fithrah Auliya Ansar, "Analysis of Prefixes and Suffixes Related to Students' English Ability," *English Language Education: English Language Teaching Journal* 12, no. 1 (2019): 49–62, <https://doi.org/10.24042/ee-jtbi.v12i1.4430>.

A strong vocabulary helps students feel more confident when speaking or writing in English. When they use the right words, they can communicate more clearly and effectively. Therefore, vocabulary instruction should be integrated into the curriculum, providing students with the tools they need to communicate effectively in a variety of situations. Students will benefit from using a diverse and appropriate vocabulary as they adjust to increasingly complex academic and social environments. Students who expand their vocabulary not only improve their English speaking skills, but also their ability to think critically and creatively, solve problems, and interact with others more effectively. Thus, vocabulary instruction should be a priority to ensure student success in learning English.

Final, vocabulary mastery encompasses several factors, including word recognition, understanding the meaning of words in context, and the ability to use those words effectively in speaking. In the process of second language acquisition, a strong vocabulary enables students to better read texts, participate in conversations, and express their thoughts. As a result, vocabulary development is essential for gaining language fluency and overall success in second language learning. Vocabulary mastery has variations and classifications with nouns, adjectives, verbs, etc. One way to understand vocabulary mastery is to recognize the various types of vocabulary that exist, which will be discussed further below.

b. Types of Vocabulary

The variety of vocabulary in English can be classified according to its function and use in sentences. According to Yule in the book *The Study of Language*, vocabulary in language can be categorized into several types based on its function and use in sentences. The explanation of each category is as follows:¹⁷

1) Noun

A noun is a term used to refer to a person, place, thing, or idea.

A noun can be the subject or object of a sentence, and serves to identify the topic being discussed. According to Safitri and Parmawati, a noun is a type of word used to describe a person, thing, animal, place, emotion, event, or concept.¹⁸ This means that nouns can be used to name a variety of objects, both concrete and abstract. For example, Person is a noun that refers to an individual or a group of people. Examples include: instructor (teacher), John (person's name), and friend (friend).

2) Verb

A verb is a word that indicates an action, event, or situation.

Examples include: run, consume, is, and become. According to Haziri et al., verb is a changeable part of speech that implies (but does not name) an action, state, or event during the utterance and has

¹⁷ Yule Gorge, *The Study of Language*, 4th editio (Cambridge, 2010).

¹⁸ Alin Safitri and Aseptiana Parmawati, "A Study of Nouns Found in Shawn Mendes' Song Titled Lost in Japan," *PROJECT (Professional Journal of English Education)* 4, no. 6 (2021): 960–65, <https://journal.ikipsiliwangi.ac.id/index.php/index/index>.

categories of person, mood, tense, and voice (but not gender, number, case, and form like a noun or categories of degree like an adjective).¹⁹ For example, in the statement 'She sings very beautifully,' the verb 'sings' implies activity, while 'sings' changes its form to 'sang' (past tense) to indicate time.

3) Adjective

An adjective is a term that describes a noun. An adjective is a word that describes a noun or pronoun.²⁰ Their primary role is to characterize, qualify, or limit the noun or pronoun they modify, providing further detail and depth to the sentence. For example, in the phrase "tall building," the adjective "tall" modifies the noun "building" to specify its height. Similarly, in the phrase "charming person," the adjective "charming" characterizes the noun "person." Adjectives can express a variety of properties, including size, color, quantity, and quality, allowing the reader or listener to form a clearer and more precise mental picture. Adjectives allow for more specific information to be conveyed while increasing the clarity and expressiveness of communication.

4) Adverb

Adverbs are terms that describe or characterize verbs, adjectives, or adverbs. Examples include: swiftly, really, and well.

¹⁹Shemsi Haziri et al., "A Contrastive Analysis of the Definition of Parts of Speech in English and Albanian," *Journal of Educational and Social Research* 13, no. 4 (2023): 225–35, <https://doi.org/10.36941/jesr-2023-0104>.

²⁰GeeksforGeeks, "Proper Adjectives Definition and Examples," 2023, https://www.geeksforgeeks.org/proper-adjectives/?ref=header_outind.

Alhammi and Haidar state that adverbs are words that modify or qualify verbs, adjectives, phrases, clauses, or sentences.²¹ Adverbs, for example, may provide information about where, when, and how often an action occurs, as well as other attributes or features of the word they modify.

Adverbs generally serve to add information to verbs, such as specifying how an action is performed, when the action occurs, and to what extent the action occurs. For example, in the sentence "She sang beautifully," the adverb "beautifully" modifies the verb "sang," emphasizing how the action was performed. Adverbs can also modify adjectives, as in "The building is very tall," where "very tall" enriches the adjective "tall," providing further information about the degree of height. Adverbs can also modify entire phrases or clauses, changing the overall meaning of a statement. For example, "Surprisingly, she won the competition," where "Surprisingly" modifies the entire clause, implying that the conclusion was unexpected. Adverbs play an important role in qualifying the various components of a sentence.

5) Pronouns

Pronouns are words that replace nouns in phrases to reduce repetition and improve clarity. There are different types of pronouns

²¹Husien A. Alhammi and Kais Haddar, "Building a Libyan Dialect Lexicon-Based Sentiment Analysis System Using Semantic Orientation of Adjective-Adverb Combinations," *International Journal of Computer Theory and Engineering* 12, no. 6 (2020): 145–50, <https://doi.org/10.7763/IJCTE.2020.V12.1280>.

with specific functions: Personal pronouns replace subjects or objects, such as "I" and "me"; possessive pronouns indicate ownership, either in the form of adjectives such as "me" or pronouns such as "mine"; reflexive pronouns are used when the subject and object are the same person, such as "myself"; relative pronouns connect clauses with the noun or pronoun they replace, such as "who" or "which"; demonstrative pronouns indicate specific objects, such as "this" or "that"; and interrogative pronouns serve to make sentences more efficient and informative.

6) Preposition

A preposition is a term that shows the relationship between a noun or pronoun and another word in a phrase. Seaton and Y.H. Mew in Anjayani and Suprpto The definition of a preposition is a term that forms a relationship between two things and shows their connection.²² For example, in the sentence "The book is on the table," the preposition "on" indicates the relationship between "the book" and "the table," the location of the book. Prepositions can express many types of relationships, including place, time, direction, and manner. Understanding the use of prepositions allows students to convey their ideas more effectively, improving their second

²²Pindho Anjayani and Suprpto, "Analysis of Errors in the Use of Prepositions in Students' Writing (Case Study of Eleventh Grade Students of SMA Negeri 9 Semarang in the 2014/2015 Academic Year)," *Journal of English Language Teaching* 5, no. 2 (2016): 1–6.

language communication skills. Prepositions play an important role in constructing cohesive and logical sentences.

Prepositions indicate the relationship between a noun or pronoun and other words in a phrase, usually in terms of place, time, direction, or manner. For example, the preposition "on" connects the noun "book" to the noun "table," indicating the location of the book in the sentence "the book on the table." The preposition "after" also connects the verb "arrived" to the noun "dinner," indicating the time of arrival, in the sentence "she arrived after dinner." Prepositions are essential for providing more background and information, explaining the interaction between sentence elements, and enhancing the overall coherence and meaning of a sentence.

7) Conjunction

Conjunctions are terms that join words, phrases, or clauses. In writing or speech, a conjunction is a word that connects two words, phrases, clauses, or sentences. Conjunctions are essential for showing the relationship between the different components of a phrase, which helps to structure language. For example, the coordinating conjunctions "and," "but," and "or" join things of equal importance, such as "tea and coffee." "Because," "although," and "if" are subordinating conjunctions that join dependent and independent clauses and offer justification, condition, or contrast. For example, "He stayed home because he was sick." In contrast,

conjunctive adverbs such as “however” and “therefore” join separate sentences and make their relationships clear. Correlative conjunctions, such as “either...or” and “nor...nor,” work in pairs to connect equal parts.

8) Interjection

Interjections are words used to convey emotions or spontaneous reactions. As claimed by Ameka et al, in Unubi language words that convey the speaker's current emotional state, response, or point of view towards a subject are known as interjections.²³ These expressions can be used alone or in combination with other words to express a feeling or a momentary surge of emotion. Exclamations such as “wow,” “ouch,” “hey,” “oh,” and “duh” are often used. The use of interjections adds color and clarity to speech, allowing the speaker to express themselves more powerfully and directly. In casual conversation, interjections can add subtlety by conveying surprise, sadness, joy, or even guilt, making the conversation more lively and dynamic.

Interjections can convey a wide range of emotions, including joy, surprise, pain, enthusiasm, and irritation. Interjections differ from other sentence segments in that they convey the speaker's spontaneous thoughts or emotions rather than having any

²³Abraham Sunday Unubi, “Conjunctions in English: Meaning, Types and Uses,” *Print*) *International Journal of Social Science and Humanities Research* 4, no. April (2019): 202–13, https://www.researchgate.net/publication/332672053_Conjunctions_in_English_Meaning_Types_and_Uses.

grammatical relationship to them. Therefore, interjections are important to both written and spoken communication because they give the speaker's message greater depth and emotional impact.

By understanding and mastering these different types of vocabulary, students will be better prepared to use English confidently and effectively.

C. Related Findings

In this study, there are several researchers associated with this research.

The first is that Zahedi and Fallah's which found significant positive correlations between vocabulary knowledge and morphological awareness ($r = .57, p < .01$), vocabulary knowledge and linguistic intelligence ($r = .41, p < .01$), and morphological awareness and linguistic intelligence ($r = .30, p < .01$).²⁴ These findings suggest that students' vocabulary ability is directly related to their morphological awareness and linguistic intelligence. These findings support the concept that linguistic intelligence influences vocabulary development and explain how morphological awareness contributes to this relationship. This study is important for understanding how linguistic elements influence students' vocabulary achievement.

The second by Rahimi finding that there is a significant and positive relationship between Emotional Intelligence (EI) and Linguistic Intelligence (LI),

²⁴Keivan Zahedi and Nasser Fallah, "The Relationship between Vocabulary Knowledge, Linguistic Intelligence and Morphological Awareness among EFL Learners," *Academic Leadership* 9, no. 1 (2011), <https://doi.org/10.58809/hhgr3818>.

EI and Vocabulary Knowledge, and LI and Vocabulary Knowledge.²⁵ Rahimi also proposed that Linguistic Intelligence is a stronger predictor of vocabulary knowledge acquisition. The findings indicate that Linguistic Intelligence has a significant impact on vocabulary acquisition, which confirms the premise that linguistic characteristics play an important role in students' vocabulary achievement.

Third, Chairunnisa who found that the Product-Moment correlation technique has a significant impact on linguistic intelligence among Indonesian students. The findings indicate that students' linguistic intelligence has a significant impact on the quality of narrative writing.²⁶ Although this study does not directly focus on vocabulary, its findings are relevant to our study. Using similar analysis techniques, we will study whether linguistic intelligence affects vocabulary mastery among fifth-semester students of UIN Syahada Padangsidempuan.

The fourth by Putri and Refnadi. The results of this study indicate that the alternative hypothesis states that there is a significant positive correlation between vocabulary mastery and speaking ability of 8th grade students of SMP Negeri 26

²⁵Ali Rahimi, "The Relationship of Emotional Intelligence and Linguistic Intelligence in Acquiring Vocabulary Sedigheh Skourdi Islamic Azad University, Bandar Abbas Branch, Iran Ali Rahimi University of Kashan, Iran The Relationship of Emotional Intelligence and Ling" XXXV, no. September (2014): 1–24, https://www.academia.edu/4814151/The_relationship_of_Emotional_Intelligence_and_Linguistic_Intelligence_in_acquiring_vocabulary.

²⁶Chairunnisa, Yumna Rasyid, and Aceng Rahmat, "The Impact of Linguistic Intelligence on Indonesian Narrative Writing Skills" (Atlantis Press SARL, 2023), 54–60, https://doi.org/10.2991/978-2-38476-070-1_6.

Padang.²⁷ This finding is important to this study because it shows how vocabulary mastery, which is influenced by linguistic intelligence, affects overall language skills. This finding lends credence to the concept that linguistic intelligence has a substantial impact on vocabulary mastery, which can lead to improvements in other language skills.

This study is based on findings that show that linguistic intelligence plays an important role in vocabulary mastery. Using the same technique, this study will investigate how linguistic intelligence affects students' vocabulary skills, revealing how linguistic aspects can improve language achievement at UIN Syahada Padangsidempuan.

D. Conceptual Framework

Linguistic intelligence is an important aspect in understanding and mastering terminology, especially among students learning English. In this context, children with high linguistic intelligence are expected to be able to master terminology and apply it in various communication situations.

Vocabulary mastery is an important skill in language learning related to the ability to read and understand texts. This technique requires a lot of time and effort. English vocabulary is very broad and diverse, with many words that students must learn and remember.

Based on the description above, it can be concluded that strong linguistic intelligence has the potential to improve students' vocabulary mastery, thereby

²⁷ Aulia Putri and Refnaldi Refnaldi, "Correlation Between Vocabulary Mastery and Speaking Ability of 8th Grade Junior High School Students," *Journal of English Language Teaching* 9, no. 1 (2020): 43, <https://doi.org/10.24036/jelt.v9i1.107809>.

increasing their capacity to understand and use texts more effectively. This study aims to investigate the relationship between linguistic intelligence and vocabulary mastery in fifth semester students of Tbi UIN Syahada Padangsidempuan and provide better insight into how linguistic intelligence can affect vocabulary learning. Based on the assumptions above, it can be assumed that there is a correlation between linguistic intelligence and vocabulary mastery.

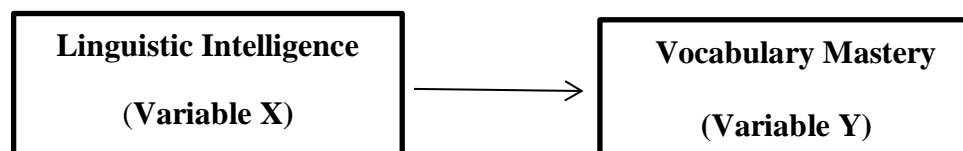


Figure II.1: Correlation Between Linguistic Intelligence and Vocabulary Mastery

E. Hypothesis

A hypothesis is a prediction made by a researcher regarding the expected outcome of the relationship between variables.

The hypothesis of this research is:

Hi: There is no significant correlation between linguistic intelligence and students' vocabulary mastery at the fifth semester of English Department UIN Syahada Padangsidempuan.

Ho: There is a significant correlation between linguistic intelligence and vocabulary mastery of fifth semester students of English Department UIN Syahada Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The research design of this study is quantitative research. To see how students' linguistic intelligence and vocabulary mastery at fifth semester of English department UIN Syahada Padangsidimpuan correlated. On this occasion, the researcher used correlational research. Correlational research used to know how a variable varies from one or more others based on their coefficient. Therefore, a correlational design is the most suitable research design for assessing students' linguistic intelligence and vocabulary mastery.

B. The Time and the Location of the Research

The research was conducted at the campus UIN Syahada Padangsidimpuan. It is located on Jl. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpua. The time of this research was start from April 2024 until finish.

C. The Population and the Sample

1. Population

The population of this study is all the active students at the fifth semester of English department UIN Syahada Padangsidimpuan in academic year 2023-2024, which consists of two classes. They are TBI-1 and TBI-2, There are between 27 and 26 students in each class. Therefore, there are a total of 52 students enrolled. can be seen in the table below:

Table III. 1
The Population at Sixth Semester of English Education Study
Program of Tarbiyah Departement Uin Syahada Padangsidimpuan

| No. | Class | Number of The Students |
|------------|--------------|-------------------------------|
| 1. | TBI -1 | 27 |
| 2. | TBI -2 | 26 |
| | Total | 52 |

2. Sample

The sample of this study was taken by using total sampling method to ensure accurate representation of the population at fifth semester of English department UIN Syahada Padangsidimpuan. The researcher used the total sample technique because the research population consisted of 52 students at fifth semester of English Departement UIN Syahada Padangsidimpuan, allowing the complete population to be represented. By include the all population, the researcher might assure that the representation is accurate and thorough while reducing the possibility of bias that is common with other sampling strategies.

D. The Instrumen of Data Collection

The researcher was used two instruments to collect the data by using written test that are linguistic test and vocabulary test.

1. Linguistic Intelligence Test

To get students' linguistic intelligence score the researcher used 20 questions by using multiple choice. The researcher asked 20 questions in linguistic intelligence test after valid especially in suffix and prefix with

four options: a, b, c, and d. Each item has five scores, and the total score for all questions is 100. It can be seen in the following table below:

Table III. 2
After validity
The Indicators of Linguistic Intelligence Test

| No. | Indicators | Items | Numbers of Items | Score each item | Total Score |
|--------------|--------------------------------------|-------|---------------------------------------|-----------------|-------------|
| 1. | Students are able to identify Suffix | 10 | 1,2,3,4,5 6,7,8,9,10 | 5 | 50 |
| 2 | Students are able to identify Prefix | 10 | 11,12,13,14, 15,16,17,18, 19,20 | 5 | 50 |
| TOTAL | | | | | 100 |

2. Vocabulary Test

To get students' vocabulary mastery score the researcher used 20 item test to facilitate student responses. The test is multiple-choice, with four options: a, b, c, and d. Multiple choice is scored at five score each item, for a total score of 100. It can be seen in the following table below:

Table III. 3
After Validity
The Indicators of Vocabulary Test

| No. | Indicators | Items | Numbers of Items | Score per item | Total Score |
|--------------|--|-------|--------------------------|----------------|-------------|
| 1. | Students are able to understand the meaning of noun | 7 | 1,2,3,4,5 6,7 | 5 | 35 |
| 2. | Students are able to understand the meaning of adjective | 6 | 8,9,10,11,12, 13 | 5 | 30 |
| 3. | Students are able to understand the meaning of verb | 7 | 14,15,16,17, 18,19,20 | 5 | 35 |
| TOTAL | | | | | 100 |

E. The Validity and the Reliability of Instrument

1. Validity

To ensure the validity of the written tests measuring linguistic intelligence and vocabulary mastery, the researcher employed a two-step validation process, combining expert validation and item validity analysis. This approach ensured that the instruments were both theoretically robust and empirically valid. Item validity determines whether individual test items accurately measure the target construct. To validate the items, the researcher employed Pearson correlation to compare test results. The researcher used Pearson correlation by using MS.Excel to determine the validity of the test items. Specifically, the researcher used the Pearson correlation coefficient to assess the correlation between test scores and, verifying that the items were valid. Here are the two primary criteria for establishing validity:

- a. If the r-value exceeds the r-table at a significance level of 5% ($\alpha = 0.05$), the test item is valid
- b. If the r-value is less than the r-table at the 5% significance level ($\alpha = 0.05$), the test item is invalid.

The validity test had 21 respondents each variable instrument. Out of 30 test items each variable instrument before valid, for linguistic test 22 were valid, while 8 were invalid and for vocabulary mastery test 21 were valid, while 9 were invalid.

To do the appropriate calculation, 20 items were selected from the sample of each variable. It can be seen in the following table below:

Table III. 4
Items of Linguistic Intelligence Test After Result of Validity

| Items Valid | Items Not Valid |
|---|--|
| Questions Number: 1,3,4,5,6,7, 9,10, 11,13, 14,15,17,18,20,21,22,24,25,26,27,29 | Questions Number: 2,8,12,16,19,23,28,30 |
| Total items valid: 22 items | Total Items Not Valid: 8 Items |

Table III. 5
Items of Linguistic Intelligence Test After Result of Validity

| Items Valid | Items Not Valid |
|--|--|
| Questions Number: 1,2,4,5 6,8,10,11,12,14, 15, 16, 18 21,22,23, 25,26.27,28,29 | Questions Number: 3,7,9,13,17,19,20,24,30 |
| Total items valid: 21 items | Total Items Not Valid: 9 Items |

2. Reliability

Reliability is the consistency and accuracy of tests or measurements. From the findings of the study conducted by Sugiarta et al. the reliability test determines the extent to which the measurement results will remain consistent or basic if the measurement is carried out twice or more for the same symptoms using the same measuring instrument.²⁸ In this research, the researcher used Cronbach's Alpha to calculated the coefficient of each

²⁸Rio Dimas Sugiarta, Fitri Arofiati, and Elsy Maria Rosa, "Validity and Reliability of Research Instruments on the Effect of Motivation on Nurse Performance in Moderation with Nurse Credentials," *JMMR (Jurnal Medicoeticolegal Dan Manajemen Rumah Sakit)* 12, no. 1 (2023): 46–55, <https://doi.org/10.18196/jmmr.v12i1.6>.

variable instrument. The instrument is said to be reliable if it has a Cronbach Alpha value greater than 0.7.

F. The Technique of Collecting the Data

The research technique of collecting data of this research is through testing linguistic intelligence and vocabulary mastery to get degree or not. The procedure explained as follows:

- a. To conduct the study, the researcher entered the classroom.
- b. The researcher requested permission and introducing self.
- c. The researcher give a brief explanation the test.
- d. The researcher give a written test to the students.
- e. The researcher give time 60 minute to students finish the test.
- f. The researcher maintains controled the class while students answering the test.
- g. To confirm that all tests have been carried out, the researcher examines the data that has been gathered.
- h. The researcher expressed gratitude to the students for taking part.
- i. The researcher brought it and analyzes the data by using SPSS at home.

G. The Technique of Data Analysis

After conducting the tests, the data must be collected and analyzed. The researcher used Pearson correlation analysis with the help of SPSS 27. Before analyzing the data, the researcher must perform a normality test.

1. Correcting the Answers of Instruments

The first step in data analysis is identifying and correcting the answers from the research instruments that were given to the respondents. The data obtained from the variable X and variable Y was collected and analyzed using Microsoft Excel and SPSS version 27. Using Excel and SPSS version 27 to calculate the mean, median, and mode: After correcting the answers, the data results were then analyzed for each variable. These calculations aim to organize and classify the scores from Variable X and Variable Y.

The data obtained were then grouped into categories based on score intervals, as follows:

Table III.6 Interpretation of Mean Score

| No. | Score Interval | Predicate |
|------------|-----------------------|------------------|
| 1 | 80-100 | Very Good |
| 2 | 66-79 | Good |
| 3 | 56-65 | Fair |
| 4 | 46-55 | Poor |
| 5 | 0-45 | Fail |

2. Normality Test

The normality test is used to determine whether the distribution is normal or not. The researcher used the Kolmogorov-Smirnov test. This test was selected because it is suitable for the sample size, which consists of 52

respondent. The data was analyzed using SPSS 27. The criteria for accepting or rejecting the normality test are as follows:

The distribution is normal if $\text{sig} > 0.05$.

The distribution is not normal if $\text{sig} < 0.05$.

3. To test the Hypothesis

The t-test was used to investigate the hypothesis in this study. With SPSS version 27, the paired sample t-test was used in this study. The mean score shows the result.

4. To examine the significances of variables

To investigate the significance of the correlation between variables X and Y as determined by SPSS version 27 with the Pearson product moment test.

5. To determine the contribution of the data termination variable coefficient.

To determine the role of the correlation coefficient between variables X and Y, the researcher uses the following determinant correlation formula:

$$CD = r^2 \times 100 \%$$

Where:

CD = Contribution Coefficient of Determination

r = Correlation coefficient

The results of this analysis are shown by the correlation coefficient (r) which describes the extent to which the two variables are related to each other. The following table is used to interpret the Pearson correlation coefficient value:

Table III.7
Interpretation of Pearson Correlation Coefficient

| NO. | Correlation Coefficient (r) | Interpretation |
|-----|-----------------------------|-------------------------|
| 1 | 0 - 0.29 | Very Low Correlation |
| 2 | 0.30 - 0.49 | Low Correlation |
| 3 | 0.50 - 0.69 | Moderate Correlation |
| 4 | 0.70 - 0.89 | Strong Correlation |
| 5 | 0.90 - 1.00 | Very Strong Correlation |

Source: Schober et.al.²⁹

Pearson's correlation coefficient (r) indicates the strength and direction of the linear correlation between linguistic intelligence and vocabulary mastery. This coefficient helps in understanding whether there is a significant correlation between the two variables and to what extent. Interpretation of the correlation coefficient value provides an idea of the strength of the relationship being measured, ranging from very low to very strong.

²⁹Patrick Schober and Lothar A. Schwarte, "Correlation Coefficients: Appropriate Use and Interpretation," *Anesthesia and Analgesia* 126, no. 5 (2018): 1763–68, <https://doi.org/10.1213/ANE.0000000000002864>.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, researchers presented data that has been carefully collected from research conducted in the field. This chapter includes a detailed description of the data, providing an overview of the variables studied and the results obtained. In addition, this chapter also outlines the results of the data analysis, providing insight into the patterns and relationships observed in the data. Furthermore, a discussion is provided to interpret the findings, relating them back to the research questions and relevant theories. The following is a description of the study data:

A. Description of Data

In this study, linguistic intelligence is set as the independent variable (X), while vocabulary mastery is the dependent variable (Y). The purpose of this study is to explore the correlation between two variables, where linguistic intelligence is expected to influence or correlate with the level of vocabulary mastery between students. The results or scores obtained from the assessment of linguistic intelligence and vocabulary acquisition are detailed below:

1. Linguistic Intelligence

This section presents the research results on the linguistic intelligence variable. The researcher used 20 multiple-choice questions to assess linguistic intelligence, focusing on suffixes and prefixes. Each question was worth 5 points, leading to a maximum possible score of 100.

Table IV.1
Statistics of Students' Linguistic Intelligence

| No | Statistic | Variable X |
|----|--------------------|------------|
| 1 | Highest Score | 85 |
| 2 | Lowest Score | 40 |
| 3 | Range | 45 |
| 4 | Interval | 9 |
| 5 | Mean Score | 58.85 |
| 6 | Median Score | 60 |
| 7 | Mode | 55 |
| 8 | Standard Deviation | 11.32 |

Based on the statistical table of students' linguistic intelligence, there is some important information about the distribution of scores. The highest score obtained by the students was 85, indicating the highest level of linguistic intelligence in this group. In contrast, the lowest score recorded was 40, which signalled the minimum performance among the students. The difference between the highest and lowest scores, known as the range, was 45, which reflects how widely the scores spread within the group. For further analysis, the interval was set at 9, which was used to group the data into meaningful categories.

The mean score of the students was 58.85, which gives an idea of the average level of linguistic intelligence in the class. The median score was 60, which means that half of the students had scores above 60, while the other half had scores below that. The mode or the most frequently occurring value among the students was 55, which indicates that this value was the most frequently occurring value among all the values obtained. Finally, the standard deviation was 11.32, which indicates a moderate level of variability in the students' linguistic intelligence scores.

This means that there is a significant difference in the level of performance across the groups, giving an idea of the diversity of results achieved by the students.

Then, the computed of the frequency distribution of the students' linguistic intelligence in the table below:

Table IV.2
Frequency Distribution of Students' Linguistic Intelligence

| No | Class Interval | Mid-Point | Frequency | Percentage |
|----|----------------|-----------|-----------|------------|
| 1 | 40-44 | 42.0 | 2 | 3.85% |
| 2 | 45-49 | 47.0 | 9 | 17.31% |
| 3 | 50-54 | 52.0 | 4 | 7.69% |
| 4 | 55-59 | 57.0 | 10 | 19.23% |
| 5 | 60-64 | 62.0 | 10 | 19.23% |
| 6 | 65-69 | 67.0 | 4 | 7.69% |
| 7 | 70-74 | 72.0 | 7 | 13.46% |
| 8 | 75-79 | 77.0 | 3 | 5.77% |
| 9 | 80-84 | 82.0 | 1 | 1.92% |
| 10 | 85-89 | 87.0 | 2 | 3.85% |

The table illustrates the frequency distribution of students' linguistic intelligence scores in 10 intervals. The 40-44 interval, with a midpoint of 42.0, has a frequency of 2 students (3.85%), indicating few students scored in this range. The 45-49 interval, with a midpoint of 47.0 and 9 students (17.31%), showed a notable concentration of scores. The 50-54 interval, with a midpoint of 52.0 and 4 students (7.69%), has moderate representation. The intervals 55-59 and 60-64, with midpoints of 57.0 and 62.0 and each having 10 students (19.23%), showed the highest concentration of scores. The intervals 65-69, with a midpoint of 67.0 and 4 students (7.69%), and 70-74, with a midpoint of 72.0 and 7

students (13.46%), reflect a moderate frequency. The intervals 75-79, with a midpoint of 77.0 and 3 students (5.77%), and 80-84, with a midpoint of 82.0 and 1 student (1.92%), showed lower frequencies. The interval 85-89, with a midpoint of 87.0 and 2 students (3.85%), also represented a small proportion of the total. Overall, most students' scores were concentrated in the 55-59 and 60-64 intervals, with fewer students in the higher and lower ranges.

In order to obtain a clear and thorough description of the data, the researcher presents it in the form of a histogram on the image below:

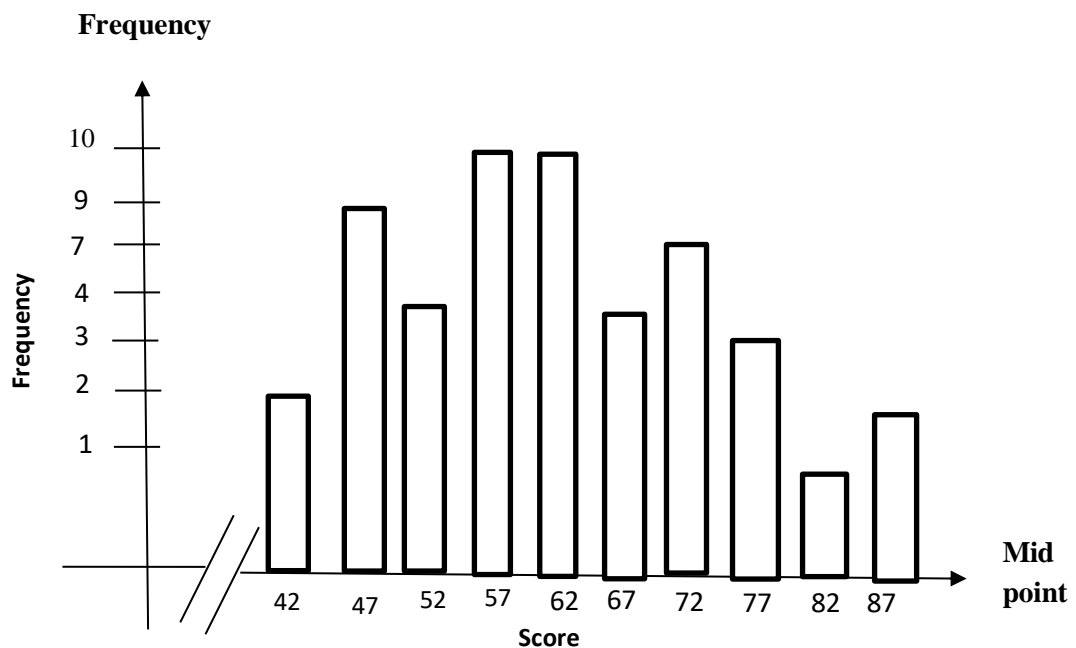


Figure IV.1: Description of data Linguistic Intelligence

2. Vocabulary Mastery

This section presents the research results for the vocabulary mastery variable. The researcher used a set of scores to assess vocabulary mastery with 20 multiple-choice questions to assess vocabulary mastery especially on noun, adjective, and verb. Each question was worth 5 points, leading to a maximum possible score of 100.

Table IV.3
Statistics of Students' Vocabulary Mastery Scores

| No | Statistic | Variable Y |
|----|--------------------|------------|
| 1. | Highest Score | 75 |
| 2. | Lowest Score | 30 |
| 3. | Range | 45 |
| 4. | Mean | 54.52 |
| 5. | Median | 55 |
| 6. | Mode | 45 |
| 7. | Standard Deviation | 9.88 |

Based on the table above, the following is a summary of the statistical measures for the vocabulary acquisition variable. The highest score achieved by the students was 75, while the lowest score recorded was 30, resulting in a range of 45 points. The mean score for vocabulary acquisition was 54.52, indicating the average level of vocabulary proficiency among the students. The median score, which represents the middle score when scores are sorted, was 55, indicating that half of the students scored above this score and half scored below it. The mode, or the most frequently occurring score, was 45, indicating that this score was the most common score among the students. The standard deviation is 9.88, which reflects the level of variability in student scores. The

standard deviation of 9.88 indicates a moderate level of dispersion around the mean score, highlighting that there is some variation in the level of vocabulary acquisition among students. Overall, the statistics provide a comprehensive view of the distribution and central tendency of the vocabulary acquisition scores.

The frequency distribution of students' vocabulary mastery scores is shown in the table below:

Table IV.4
Frequency Distribution of Students' Vocabulary Mastery Scores

| No | Class Interval | Midpoint | Frequency | Percentage |
|-----|----------------|----------|-----------|------------|
| 1. | 30-34 | 32.0 | 2 | 3.85% |
| 2. | 35-39 | 37.0 | 6 | 11.54% |
| 3. | 40-44 | 42.0 | 7 | 13.46% |
| 4. | 45-49 | 47.0 | 13 | 25.00% |
| 5. | 50-54 | 52.0 | 10 | 19.23% |
| 6. | 55-59 | 57.0 | 14 | 26.92% |
| 7. | 60-64 | 62.0 | 8 | 15.38% |
| 8. | 65-69 | 67.0 | 6 | 11.54% |
| 9. | 70-74 | 72.0 | 4 | 7.69% |
| 10. | 75-79 | 77.0 | 4 | 7.69% |

The table illustrates the frequency distribution of students' vocabulary acquisition scores across 10 class intervals. The interval 30-34, with a midpoint of 32.0, has a frequency of 2 students (3.85%). The 35-39 interval, with a midpoint of 37.0, has a frequency of 6 students (11.54%). The interval 40-44, with a midpoint of 42.0, showed 7 students (13.46%), and the interval 45-49, with a midpoint of 47.0, had the highest frequency of 13 students (25.00%). The interval 50-54, with a midpoint of 52.0, had 10 students (19.23%), and the interval 55-59, with a

midpoint of 57.0, had the highest percentage of students at 26.92%, with a total of 14 students.

The 60-64 interval, with a midpoint of 62.0, included 8 students (15.38%), while the 65-69 and 70-74 intervals, with midpoints of 67.0 and 72.0, had 6 students (11.54%) and 4 students (7.69%), respectively. The 75-79 interval, with a midpoint of 77.0, also had 4 students (7.69%). This distribution shows that most students' scores are concentrated in the 45-49 and 55-59 intervals, with fewer students in the lower and higher ranges. The data is further illustrated in the histogram below to provide a clear and comprehensive picture.

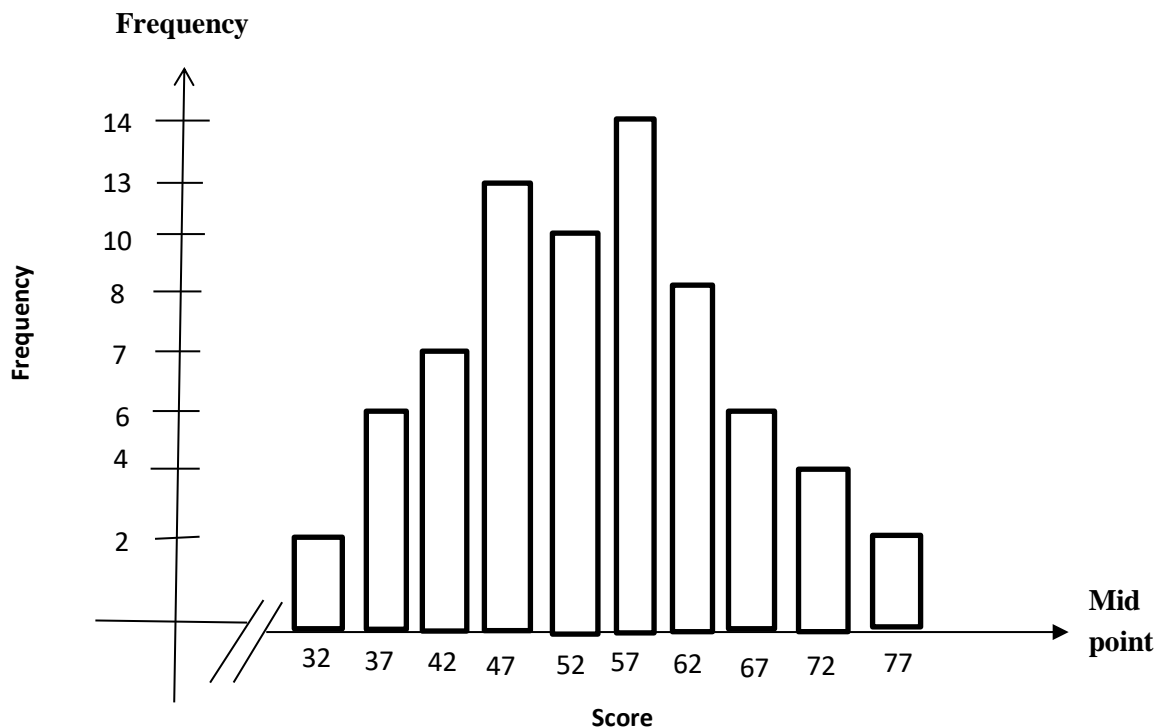


Figure IV.2: Decription Of Data Vocabulary Mastery

B. Data Analysis

1. Normality Test

Normality of the data was calculated using SPSS V.27 with the Kolmogorov-Smirnov test, given that the sample size in the study was 52 students, with a significance level of 5% or 0.05. The results indicated that data X and Y were normally distributed.

Table IV.5 Normality Test of Data X and Y

| Kolmogorov-Smirnov | | | |
|---------------------------|------------------|-----------|-------------|
| Test of Normality | Statistic | df | Sig. |
| X | 0.113 | 52 | 0.200* |
| Y | 0.105 | 52 | 0.200* |

Based on the table above, the researcher found that Kolmogorov-Smirnov > 5% ($0.113 > 0.05$) in variable X. It was also found in variable Y, that Kolmogorov-Smirnov > 5% ($0.105 > 0.05$). So, the distribution of data X and Y (linguistic intelligence and vocabulary mastery) is normal.

2. Hypothesis Test

The hypothesis test was designed to assess the relationship between linguistic intelligence and vocabulary mastery at the fifth semester of the English Department at UIN Syahada Padangsidempuan. Based on the findings, the researcher used Pearson product moment analysis with SPSS Version 27 to test the hypothesis.

Table IV. 6 Product Moment Correlation

| Correlations | | | |
|--|---------------------|--------|--------|
| | | X | Y |
| X | Pearson Correlation | 1 | .423** |
| | Sig. (2-tailed) | | .000 |
| | N | 52 | 52 |
| Y | Pearson Correlation | .423** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 52 | 52 |
| **. Correlation is significant at the 0.00 level (2-tailed). | | | |

The results of calculations using SPSS obtained a correlation coefficients $r_{xy} = 0.423$. The result showed that $t_{count} > t_{table}$ ($0.423 > 0.399$). The findings revealed that there was a link between linguistic intelligence and vocabulary mastery at the fifth students of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was classified in “average” category. It is stated in the coefficient correlation interpretation in the following table:

Table IV. 7 The criteria of Correlation Score

| Coefficient Interval | Relation Degree |
|----------------------|-----------------|
| 0.00 – 0.199 | Very Low |
| 0.20 – 0.399 | Low |
| 0.40 – 0.599 | Average |
| 0.60 – 0.799 | Strong |
| 0.80 – 1.000 | Very Strong |

The result in the table of XY interpretation is “average” category. It means when the students have high linguistic intelligence, it will affect to their vocabulary mastery, that make them will also have increasing in vocabularyor interaction.

To determine the contribution of variable X to variable Y, do the following formula:

$$\begin{aligned} CD &= r^2 \times 100\% \\ &= (0.423)^2 \times 100\% \\ &= 0.1786 \times 100\% \\ &= 17.86\% \end{aligned}$$

According to calculating above, it is found that the contribution of linguistic intelligence toward vocabulary mastery was 17.86 % and 67.96% of other variables have a relation on it. In order to test the validity of substantial correlation, it was calculated using SPSS. The result can be seen on the table below:

Table IV. 8 Hypothesis Test

| Paired Samples Test | | | | | | | | | |
|---------------------|-------|--------------------|-----------------------|-----------------------|--|-------|-------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mea n | Std. Deviati on | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pa ir 1 | x - y | 4.33 | 1.44 | 0,20 | 51.77 | 57.27 | 2.340 | 51 | .000 |

Then, the researcher calculated that tcount was 2.340, dk was (52-2) = 50, and level significant was 5% (0.05). So, $t_{count} > t_{table}$ (2.340 > 0.423). it indicated that a significant correlation existed between two variables in “average” category and the hypothesis was “accepted”.

C. Result and Discussion

This study found a significant correlation between linguistic intelligence and vocabulary mastery at fifth semester English Department UIN Syahada Padangsidempuan. This outcome is consistent with various theories and past research on the influence of linguistic intelligence on language abilities.

The positive correlation demonstrates a moderate correlation between students' linguistic intelligence and their ability to master vocabulary. This suggests that students with higher linguistic intelligence have better vocabulary comprehension, which is essential for efficient communication and language proficiency.

Howard Gardner's concept of linguistic intelligence refers to an individual's capacity to utilize language effectively, which includes reading, writing, and understanding the intricacies of language. According to Gardner's theory, college students with high linguistic intelligence are skilled at comprehending and applying language, which aids in vocabulary development. This study's findings are consistent with Gardner's theory, supporting the notion that linguistic intelligence plays a key role in vocabulary development.

After doing the research, the researcher talked about the outcome and contrasted it with the outcome in findings connected to the research by Zahedi and Fallah's study found significant positive correlations between vocabulary knowledge and morphological awareness ($r=0.57$, $p<0.01$), vocabulary

knowledge and linguistic intelligence ($r=0.41$, $p<0.01$), and morphological awareness and linguistic intelligence ($r=0.30$, $p<0.01$).³⁰ This implies a clear link between vocabulary competence, morphological awareness, and linguistic intelligence.

The second is journal article by Rahimi hypothesized in their study there is a significant and positive relationship between Emotional Intelligence (EI) and Linguistic Intelligence (LI), EI and Vocabulary Knowledge, and LI and Vocabulary Knowledge.³¹ Rahimi also proposed that Linguistic Intelligence is a stronger predictor of vocabulary knowledge acquisition. The findings indicate that Linguistic Intelligence has a considerable impact on vocabulary acquisition, confirming the premise that linguistic characteristics play an important role in students' vocabulary accomplishment.

The third Chairunnisa's research demonstrates that linguistic intelligence has a major impact on the quality of narrative writing.³² Although it does not specifically address vocabulary, this conclusion is pertinent to our research, which employs comparable analytical tools to investigate the impact of linguistic intelligence on vocabulary learning.

The last is journal article by Putri and Refnadi The study's findings indicated that the alternative hypothesis stating that there is a significant positive correlation between vocabulary mastery and speaking ability of the

³⁰Zahedi and Fallah, "The Relationship between Vocabulary Knowledge, Linguistic Intelligence and Morphological Awareness among EFL Learners."

³¹Rahimi, "The Relationship of Emotional Intelligence and Linguistic Intelligence in Acquiring Vocabulary Sedigheh Skourdi Islamic Azad University , Bandar Abbas Branch , Iran Ali Rahimi University of Kashan , Iran The Relationship of Emotional Intelligence and Ling."

³²Chairunnisa, Rasyid, and Rahmat, "The Impact of Linguistic Intelligence on Indonesian Narrative Writing Skills."

grade 8 of SMP Negeri 26 Padang.³³ This discovery is essential to this study because it demonstrates how vocabulary mastery, which is impacted by linguistic intelligence, affects total language skills.

The findings of this study show that the average score of students' linguistic intelligence falls into the "good" category, while the average score of students' vocabulary mastery is in the "sufficient" area. This shows that not all students with high verbal intelligence have outstanding vocabulary skills. Furthermore, not all students with low verbal intelligence demonstrate poor vocabulary knowledge.

In this study, many students have high linguistic intelligence but are more focused on specific components, such as the use of suffixes and prefixes, which have a stronger impact on their vocabulary knowledge. Other influences on pupils' vocabulary learning include social, cultural, and motivational variables. Students' motivation to speak in English is influenced by a variety of internal and external factors.

At result of this research, the mean score of students' linguistic intelligence was in "good" category and the mean score of the students' vocabulary mastery was in "enough" category. It was assumed that not all students with good linguistic intelligence also have good vocabulary mastery. It also meant not all students with low category in linguistic intelligence have low in vocabulary mastery.

Based on the explanation it is clear that linguistic intelligence has a

³³ Putri and Refnaldi, "The Correlation Between Students' Vocabulary Mastery and Speaking Ability At Grade 8 of Junior High School."

significant correlation to vocabulary mastery. The last, from hypothesis testing of the research, it is found that linguistic intelligence has a significant correlation to vocabulary mastery of the fifth semester in English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. This fact can be seen from $t_{count} > t_{table}$ ($0.423 > 0.399$) and $t_{count} > t_{table}$ ($2.340 > 0.423$). the correlation is positive, meaning that if the independent variable increases, it might be accompanied by an increase in the dependent variable, the correlation that occurs is in the average category.

Linguistic intelligence plays a very important role in improving children's vocabulary mastery. To improve students' vocabulary learning, teachers must support the growth of linguistic intelligence in their classrooms. With the correct assistance and instruction, the teacher and students can do this in a variety of ways. Teachers might give engaging materials, such as stories or films, to help pupils grasp and retain new terminology. Meanwhile, students must actively participate in learning activities such as group discussions and language games in order to use their vocabulary in a variety of settings. Thus, it is envisaged that students' linguistic intelligence will increase and improve their vocabulary mastery successfully.

D. The Threats of the Research

The research found some threats of the research as follows:

1. The levels of students' seriousness and concentration when answering the questionnaire and exams were unknown to the researcher. Variations in attention and engagement can affect the accuracy of the data collected, potentially impacting the results of the questionnaire and exams.
2. The study did not measure the truthfulness of students' responses to the questionnaire and exams, allowing the possibility of dishonesty or fabricated answers. Without mechanisms for verification, the validity of the responses may be compromised.

CHAPTER V

CLOSING

A. Conclusion

This chapter summarizes the findings on the correlation between linguistic intelligence and vocabulary mastery at fifth-semester English Department students at UIN Syahada Padangsidimpuan. Based on the results of the performed research, the following conclusions can be drawn:

1. Fifth-semester English Department students at UIN Syahada Padangsidimpuan have a moderate level of linguistic intelligence, as seen by their average results, which reflect a thorough comprehension of linguistic concepts and principles. This shows that they can assess language structures, understand meaning, and effectively employ language, all of which contribute to their total English competence.
2. The fifth-semester students of the English Department of UIN Syahada Padangsidimpuan demonstrated remarkable vocabulary knowledge, as evidenced by their mean score. This demonstrates that they have a thorough comprehension of a wide range of vocabulary and can apply it successfully in a variety of contexts, which is critical for their language competency and academic achievement.
3. The study found a moderate correlation between linguistic intelligence and vocabulary mastery fifth-semester students, as shown by a Pearson correlation coefficient of $r = 0.423$. The association is statistically substantial ($p < 0.05$), supporting the alternative hypothesis (H_a) of a

significant link between linguistic ability and vocabulary mastery. As a result, the null hypothesis (H_0) was rejected, demonstrating that students with greater levels of linguistic intelligence do better in vocabulary mastery. This research emphasizes the importance of linguistic intelligence in improving students' vocabulary skills, implying that developing this form of intelligence may lead to better language outcomes.

B. Impication

Based on the research conducted under the title "The Correlation Between Linguistic Intelligence and Vocabulary Mastery at the Fifth Semester Students of the English Department UIN Syahada Padangsidimpuan," the following implications can be drawn from the study's findings:

1. **Enhancing Vocabulary Mastery through Linguistic Intelligence:** The findings suggest that linguistic intelligence plays a significant role in vocabulary mastery. Educators may consider incorporating activities that leverage students' linguistic strengths to enhance their vocabulary acquisition. For example, using advanced linguistic exercises and tasks that challenge students' understanding of word structures, meanings, and usage can be beneficial.
2. **Importance of Linguistic Intelligence in Vocabulary Development:** The positive correlation between linguistic intelligence and vocabulary mastery indicates that students with higher linguistic intelligence tend to

have better vocabulary skills. This highlights the importance of developing linguistic intelligence as a strategy to improve vocabulary proficiency. Educational strategies that focus on improving students' linguistic skills, such as comprehension and language analysis, can support vocabulary development.

3. **Recommendations for Teaching Practices:** The research suggests that integrating linguistic intelligence-focused activities into the curriculum can enhance students' vocabulary mastery. Educators should consider designing learning experiences that promote deeper engagement with language, such as activities that involve morphological analysis, complex sentence construction, and nuanced understanding of vocabulary. Additionally, providing students with diverse linguistic inputs and challenging materials can further support their vocabulary growth.

C. Suggestion

Based on the research on "The Correlation Between Linguistic Intelligence and Vocabulary Mastery at the Fifth Semester Students of the English Department UIN Syahada Padangsidempuan," the following suggestions are proposed:

1. It is envisaged that the Dean of the Faculty at UIN Syahada Padangsidempuan will assist English instructors in delivering engaging instruction and opportunities for effective language, hence creating a more dynamic educational environment.

2. To improve students' grasp of the English language, English lecturers should choose effective teaching methodologies and incorporate credible and authentic sources into their classes. Incorporating varied materials can help to grab students' interest and increase their comprehension.
3. Although many factors influence students' vocabulary mastery, this study suggest future researchers to look into other aspects that may influence vocabulary acquisition, such as motivation, learning styles, and social interactions.
4. The researcher recommends that future studies on the correlation between linguistic intelligence and vocabulary mastery examine a variety of training approaches, particularly those that incorporate interactive and multimedia materials. This technique has the potential to provide more in-depth insights into how various instructional styles affect vocabulary growth and language competency.

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APPENDIXES

Appendix 1 Validity of Linguistic Test

| Responden | X1 | X2 | X3 | X4 | X5 | X6 | X7 | X8 | X9 | X10 | X11 | X12 | X13 | X14 | X15 |
|-----------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|
| 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| 2 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 5 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 6 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 7 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| 8 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 |
| 9 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 10 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 11 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 12 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 13 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 14 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 17 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 18 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |

| | | | | | | | | | | | | | | | |
|------------|-------|---------|-------|-------|-------|-------|-------|---------|-------|-------|-------|---------|-------|-------|-------|
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 20 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 21 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| r Tabel | 0,628 | 0,151 | 0,553 | 0,625 | 0,553 | 0,630 | 0,581 | 0,364 | 0,494 | 0,507 | 0,525 | 0,324 | 0,567 | 0,452 | 0,651 |
| r Hitung | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 |
| Keterangan | Valid | Invalid | Valid | Valid | Valid | Valid | Valid | Invalid | Valid | Valid | Valid | Invalid | Valid | Valid | Valid |
| Varians | 0,214 | 0,247 | 0,161 | 0,128 | 0,161 | 0,261 | 0,128 | 0,233 | 0,161 | 0,190 | 0,190 | 0,247 | 0,090 | 0,190 | 0,161 |

| X16 | X17 | X18 | X19 | X20 | X21 | X22 | X23 | X24 | X25 | X26 | X27 | X28 | X29 | X30 | Jumlah |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------|
| 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 12 |
| 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 13 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 26 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 25 |
| 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 21 |
| 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 18 |
| 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 19 |
| 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 24 |
| 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 17 |
| 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 14 |
| 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 24 |
| 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 16 |

| | | | | | | | | | | | | | | | |
|---------|-------|-------|---------|-------|-------|-------|---------|-------|-------|-------|-------|---------|-------|---------|-----------|
| 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 21 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 26 |
| 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 19 |
| 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 22 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 24 |
| 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 0,136 | 0,542 | 0,564 | 0,393 | 0,457 | 0,658 | 0,488 | 0,083 | 0,486 | 0,742 | 0,707 | 0,487 | 0,188 | 0,566 | 0,171 | |
| 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | |
| Invalid | Valid | Valid | Invalid | Valid | Valid | Valid | Invalid | Valid | Valid | Valid | Valid | Invalid | Valid | Invalid | |
| 0,233 | 0,214 | 0,214 | 0,257 | 0,214 | 0,247 | 0,190 | 0,161 | 0,257 | 0,257 | 0,233 | 0,190 | 0,128 | 0,233 | 0,161 | |

| KRITERIA PENGUJIAN | | |
|--------------------|------------------------|-----------------|
| Nilai Acuan | Nilai Cornbach's Alpha | Kesimpulan |
| 0,7 | 2,838115564 | RELIABLE |

Appendix 2 Validity of Vocabulary Test

[illegible]

| | | | | | | | | | | | | | | | |
|------------|-------|-------|---------|-------|-------|-------|---------|-------|---------|-------|-------|-------|---------|-------|-------|
| 20 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 21 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| R Tabel | 0,652 | 0,477 | 0,360 | 0,642 | 0,473 | 0,636 | 0,291 | 0,705 | 0,156 | 0,501 | 0,637 | 0,553 | 0,079 | 0,552 | 0,631 |
| R Hitung | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 |
| Keterangan | Valid | Valid | Invalid | Valid | Valid | Valid | Invalid | Valid | Invalid | Valid | Valid | Valid | Invalid | Valid | Valid |
| Varians | 0,214 | 0,233 | 0,257 | 0,128 | 0,161 | 0,261 | 0,214 | 0,257 | 0,257 | 0,090 | 0,190 | 0,128 | 0,247 | 0,161 | 0,161 |

| X16 | X17 | X18 | X19 | X20 | X21 | X22 | X23 | X24 | X25 | X26 | X27 | X28 | X29 | X30 | Jumlah |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------|
| 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 10 |
| 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 14 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 27 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 27 |
| 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 20 |
| 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 12 |
| 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 10 |
| 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 21 |
| 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 22 |
| 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 18 |
| 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 13 |
| 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 21 |
| 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 14 |
| 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 22 |

| | | | | | | | | | | | | | | | |
|-------|---------|-------|---------|---------|-------|-------|-------|---------|-------|-------|-------|-------|--------|---------|-----------|
| 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 26 |
| 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 8 |
| 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 18 |
| 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 24 |
| 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 23 |
| 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 7 |
| 0,481 | 0,391 | 0,617 | 0,296 | 0,377 | 0,590 | 0,473 | 0,509 | 0,391 | 0,512 | 0,510 | 0,491 | 0,475 | 0,542 | 0,072 | |
| 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | 0,433 | |
| Valid | Invalid | Valid | Invalid | Invalid | Valid | Valid | Valid | Invalid | Valid | Valid | Valid | Valid | Valid | Invalid | |
| 0,261 | 0,257 | 0,214 | 0,161 | 0,214 | 0,247 | 0,190 | 0,190 | 0,257 | 0,261 | 0,247 | 0,190 | 0,090 | 0,2333 | 0,190 | |

| | KRITERIA PENGUJIAN | |
|-------------|------------------------|-----------------|
| Nilai Acuan | Nilai Cornbach's Alpha | Kesimpulan |
| 0,7 | 2,81345198 | RELIABLE |

Appendix 3 Linguistic Test Before Validation

THE INSTRUMENT Linguistics Intelligences

Name :

Class :

INSTRUCTION: Identify the most suitable suffix, prefix below and complete the word in each sentence. Choose one of the answers bellow and give mark (x)

1. She was full of ____ (joy) when she heard the good news.
a. joyful
b. joyment
c. joyous
d. joyfulness
2. His argument was quite _____. (convince)
a. convincive
b. convincement
c. convincing
d. convincent
3. The ____ (manage) of the project was handled efficiently.
a. manageful
b. management
c. manager
d. manageable
4. The room was filled with an air of _____. (mystery)
a. mysterious
b. mysterial
c. mysteryful
d. mysterion
5. The politician gave a very ____ (persuade) speech.
a. persuasion
b. persuasiveness
c. persuasive
d. persuadive
6. The teacher was impressed by the student's ____ (create).
a. creation
b. creative
c. creativity
d. creativeness
7. His ____ (brave) was admired by everyone.
a. braveness
b. bravery
c. braveful
d. braved
8. The ____ (appear) of the actress caused a stir among the fans.

- a. appearing
 - b. appearable
 - c. appearance
 - d. appearment
9. The ____ (protect) measures were taken very seriously.
- a. protection
 - b. protectiveness
 - c. protectful
 - d. protector
10. The ____ (curious) of the child led to many discoveries.
- a. curiosity
 - b. curiousness
 - c. curiosity
 - d. curiousful
11. The ____ (flexible) of the material made it ideal for construction.
- a. flexibleness
 - b. flexibility
 - c. flexion
 - d. flexibilityness
12. The ____ (develop) of the technology has been rapid.
- a. development
 - b. developful
 - c. developness
 - d. developer
13. The story was filled with _____. (sad)
- a. sadness
 - b. sadeness
 - c. saddest
 - d. sadment
14. The ____ (arrange) of the meeting was done by the secretary.
- a. arrangation
 - b. arrangeful
 - c. arrangement
 - d. arrangely
15. His ____ (determine) to succeed was evident in his hard work.
- a. determined
 - b. determinement
 - c. determinate
 - d. determination
16. The company decided to ____ (launch) the product in several new markets.
- a. relaunch
 - b. unlaunch
 - c. mislaunch
 - d. prelaunch
17. We need to ____ (measure) the impact of the new policy.
- a. mismatch
 - b. premeasure
 - c. overmeasure
 - d. undermeasure
18. The software update will ____ (activate) the new features.

- | | |
|---------------|----------------|
| a. deactivate | c. misactivate |
| b. reactivate | d. unactivate |
19. The coach asked the players to ____ (train) their skills before the big game.
- | | |
|-------------|-------------|
| a. retrain | c. mistrain |
| b. distract | d. untrain |
20. The scientist was able to ____ (code) the genetic sequence.
- | | |
|-------------|------------|
| a. decode | c. miscode |
| b. overcode | d. precode |
21. The CEO decided to ____ (sign) the agreement due to its importance.
- | | |
|------------|-------------|
| a. resign | c. unsign |
| b. missign | d. oversign |
22. The documentary provided a ____ (view) of the historical events.
- | | |
|-------------|------------|
| a. overview | c. subview |
| b. misview | d. preview |
23. The company's new strategy aims to ____ (solve) the issues faced last year.
- | | |
|-------------|--------------|
| a. resolve | c. unsolve |
| b. missolve | d. oversolve |
24. The project manager needs to ____ (build) a stronger team.
- | | |
|-------------|--------------|
| a. rebuild | c. unbuild |
| b. misbuild | d. overbuild |
25. The student was required to ____ (write) a new report based on the latest data.
- | | |
|-------------|-------------|
| a. rewrite | c. prewrite |
| b. miswrite | d. subwrite |
26. The technician had to ____ (connect) the wires to fix the issue.
- | | |
|---------------|---------------|
| a. reconnect | c. misconnect |
| b. disconnect | d. subconnect |
27. The patient needs to ____ (heat) the compress before applying it.

- a. reheat
- b. unheat
- c. misheat
- d. overheat

28. The book offers an ____ (insight) into the world of marine biology.

- a. overview
- b. insight
- c. misinsight
- d. preinsight

29. The manager asked the team to ____ (plan) the project thoroughly.

- a. replan
- b. misplan
- c. subplan
- d. preplan

30. The mechanic was able to ____ (remove) the old parts and install new ones.

- a. disassemble
- b. reassemble
- c. misassemble
- d. subassemble

Appendix 3 Linguistic Test After Validation

THE INSTRUMENT Linguistics Intelligences

Name :

Class :

INSTRUCTION: Identify the most suitable suffix, prefix below and complete the word in each sentence. Choose one of the answers below and give mark (x)

1. She was full of ____ (joy) when she heard the good news
 - a. joyful
 - b. joyment
 - c. joyous
 - d. joyfulness
2. The ____ (manage) of the project was handled efficiently.
 - a. manageful
 - b. management
 - c. manager
 - d. manageable
3. The room was filled with an air of _____. (mystery)
 - a. mysterious
 - b. mysterial
 - c. mysteryful
 - d. mysterion
4. The politician gave a very ____ (persuade) speech.
 - a. persuasion
 - b. persuasiveness
 - c. persuasive
 - d. persuadive
5. The teacher was impressed by the student's ____ (create).
 - a. creation
 - b. creative
 - c. creativity
 - d. creativeness
6. His ____ (brave) was admired by everyone.
 - a. braveness
 - b. bravery
 - c. braveful
 - d. braved
7. The ____ (protect) measures were taken very seriously.
 - a. protection
 - b. protectiveness
 - c. protectful
 - d. protector

8. The ____ (curious) of the child led to many discoveries.
- | | |
|----------------|---------------|
| a. curiosity | c. curiousity |
| b. curiousness | d. curiousful |
9. The ____ (flexible) of the material made it ideal for construction.
- | | |
|-----------------|--------------------|
| a. flexibleness | c. flexion |
| b. flexibility | d. flexibilityness |
10. The story was filled with _____. (sad)
- | | |
|-------------|------------|
| a. sadness | c. saddest |
| b. sadeness | d. sadment |
11. We need to ____ (measure) the impact of the new policy.
- | | |
|---------------|-----------------|
| a. mismatch | c. overmeasure |
| b. premeasure | d. undermeasure |
12. The software update will ____ (activate) the new features.
- | | |
|---------------|----------------|
| a. deactivate | c. misactivate |
| b. reactivate | d. unactivate |
13. The scientist was able to ____ (code) the genetic sequence.
- | | |
|-------------|------------|
| a. decode | c. miscode |
| b. overcode | d. precode |
14. The CEO decided to ____ (sign) the agreement due to its importance.
- | | |
|------------|-------------|
| a. resign | c. unsign |
| b. missign | d. oversign |
15. The documentary provided a ____ (view) of the historical events.
- | | |
|-------------|------------|
| a. overview | c. subview |
| b. misview | d. preview |
16. The project manager needs to ____ (build) a stronger team.
- | | |
|-------------|--------------|
| a. rebuild | c. unbuild |
| b. misbuild | d. overbuild |
17. The student was required to ____ (write) a new report based on the latest data.

- | | |
|-------------|-------------|
| a. rewrite | c. prewrite |
| b. miswrite | d. subwrite |

18. The technician had to ____ (connect) the wires to fix the issue.

- | | |
|---------------|---------------|
| a. reconnect | c. misconnect |
| b. disconnect | d. subconnect |

19. The patient needs to ____ (heat) the compress before applying it.

- | | |
|-----------|-------------|
| a. reheat | c. misheat |
| b. unheat | d. overheat |

20. The manager asked the team to ____ (plan) the project thoroughly.

- | | |
|------------|------------|
| a. replan | c. subplan |
| b. misplan | d. preplan |

Appendix 5 Vocabulary Test Before Validation

THE INSTRUMENT

Vocabulary Test

Name :

Class :

INSTRUCTION: Identify the most suitable noun, adjective, verb below and complete the word in each sentence. Choose one of the answers bellow and give mark (x) :

1. The _____ of the scientific method is essential for all researchers.
a. advocate
b. elucidation
c. implementation
d. delineation
2. His _____ for the project was met with unanimous approval from the board.
a. perseverance
b. accolade
c. hypothesis
d. deliberation
3. The _____ of the city's infrastructure has led to frequent power outages.
a. deterioration
b. conglomeration
c. proliferation
d. articulation
4. The _____ of the ancient manuscript was a significant breakthrough for historians.
a. transcription
b. validation
c. amalgamation
d. interpretation
5. A deep _____ to learning can be observed in successful students.
a. adherence
b. contemplation
c. inclination
d. conjunction
6. The artist's _____ was evident in every brushstroke of his latest masterpiece.
a. dexterity
b. exoneration
c. fortitude
d. lucidity

7. The _____ of the new law has caused widespread public debate.
- a. enactment
 - b. distortion
 - c. adherence
 - d. contradiction
8. The _____ of data in research is crucial for accurate results.
- a. aggregation
 - b. speculation
 - c. mediation
 - d. abdication
9. His _____ was noted in all the great literary works of his time.
- a. sagacity
 - b. audacity
 - c. tenacity
 - d. opacity
10. The _____ of the meeting left everyone feeling optimistic about the project's future.
- a. culmination
 - b. initiation
 - c. resolution
 - d. contemplation
11. The professor's explanation was so _____ that all the students could easily understand.
- a. opaque
 - b. lucid
 - c. cryptic
 - d. nebulous
12. The _____ climate of the region makes it ideal for grape cultivation.
- a. temperate
 - b. torrid
 - c. volatile
 - d. inclement
13. The _____ arrangement of the components ensures optimal performance.
- a. haphazard
 - b. meticulous
 - c. cursory
 - d. erroneous
14. His _____ behavior in the face of danger earned him the respect of his peers.
- a. prudent
 - b. insidious
 - c. intrepid
 - d. flagrant
15. The _____ theory has been widely accepted by the scientific community.
- a. antiquated
 - b. groundbreaking

- c. tenuous
d. fallacious
16. The _____ atmosphere of the ancient library inspired deep contemplation.
- a. austere
b. jubilant
c. boisterous
d. somber
17. The _____ interpretation of the law led to an unexpected verdict.
- a. judicious
b. arbitrary
c. inadvertent
d. sagacious
18. The _____ design of the building reflected the architect's unique vision.
- a. prosaic
b. avant-garde
c. dilapidated
d. anachronistic
19. His _____ remarks left the audience pondering the deeper meaning behind his words.
- a. superficial
b. enigmatic
c. forthright
d. banal
20. The _____ solution to the problem was immediately implemented by the team.
- a. convoluted
b. viable
c. futile
d. imprudent
21. The committee _____ the proposal after much deliberation.
- a. rejected
b. exacerbated
c. acquiesced
d. ratified
22. The scientist's findings _____ the long-standing theory.
- a. corroborated
b. negated
c. obfuscated
d. mitigated
23. The artist _____ his work with meticulous care.
- a. executed
b. impugned
c. abrogated
d. ameliorated
24. The government _____ the new policy to address the economic crisis.
- a. rescinded
b. promulgated
c. circumvented
d. eradicated

25. The historian _____ the events with remarkable accuracy.
- a. documented
 - b. obfuscated
 - c. trivialized
 - d. disavowed
26. She _____ her speech to include the latest research findings.
- a. amended
 - b. undermined
 - c. exacerbated
 - d. decried
27. The company _____ its workforce to adapt to the new market conditions.
- a. augmented
 - b. depleted
 - c. obfuscated
 - d. circumvented
28. The lawyer _____ the witness's testimony with compelling evidence.
- a. corroborated
 - b. negated
 - c. venerated
 - d. disavowed
29. The manager _____ the project timeline to ensure timely completion.
- a. expedited
 - b. protracted
 - c. obfuscated
 - d. trivialized
30. The team _____ to the challenge with unwavering determination.
- a. Succumbed
 - b. Persevered
 - c. Vacillated
 - d. abdicated

Appendix 6 Vocabulary Test After Validation

THE INSTRUMENT

Vocabulary Test

Name :

Class :

INSTRUCTION: Identify the most suitable noun, adjective, verb below and complete the word in each sentence. Choose one of the answers bellow and give mark (x) :

1. The _____ of the scientific method is essential for all researchers.
 - a. advocate
 - b. elucidation
 - c. implementation
 - d. delineation
2. His _____ for the project was met with unanimous approval from the board.
 - a. perseverance
 - b. accolade
 - c. hypothesis
 - d. deliberation
3. The _____ of the ancient manuscript was a significant breakthrough for historians.
 - a. transcription
 - b. validation
 - c. amalgamation
 - d. interpretation
4. A deep _____ to learning can be observed in successful students.
 - a. adherence
 - b. contemplation
 - c. inclination
 - d. conjunction
5. The artist's _____ was evident in every brushstroke of his latest masterpiece.
 - a. dexterity
 - b. exoneration
 - c. fortitude
 - d. lucidity
6. The _____ of data in research is crucial for accurate results.
 2. aggregation
 3. speculation
 4. mediation
 5. abdication

7. The _____ of the meeting left everyone feeling optimistic about the project's future.
- a. culmination
 - b. initiation
 - c. resolution
 - d. contemplation
8. The professor's explanation was so _____ that all the students could easily understand.
- a. opaque
 - b. lucid
 - c. cryptic
 - d. nebulous
9. The _____ climate of the region makes it ideal for grape cultivation.
- a. temperate
 - b. torrid
 - c. volatile
 - d. inclement
10. His _____ behavior in the face of danger earned him the respect of his peers.
- a. prudent
 - b. insidious
 - c. intrepid
 - d. flagrant
11. The _____ theory has been widely accepted by the scientific community.
- a. antiquated
 - b. groundbreaking
 - c. tenuous
 - d. fallacious
12. The _____ atmosphere of the ancient library inspired deep contemplation.
- a. austere
 - b. jubilant
 - c. boisterous
 - d. somber
13. The _____ design of the building reflected the architect's unique vision.
- a. prosaic
 - b. avant-garde
 - c. dilapidated
 - d. anachronistic
14. The committee _____ the proposal after much deliberation.
- a. rejected
 - b. exacerbated
 - c. acquiesced
 - d. ratified
15. The scientist's findings _____ the long-standing theory.
- a. corroborated
 - b. negated

- c. obfuscated
d. mitigated
16. The artist _____ his work with meticulous care.
- a. executed
b. impugned
c. abrogated
d. ameliorated
17. The historian _____ the events with remarkable accuracy.
- a. documented
b. obfuscated
c. trivialized
d. disavowed
18. She _____ her speech to include the latest research findings.
- a. amended
b. undermined
c. exacerbated
d. decried
19. The company _____ its workforce to adapt to the new market conditions.
- a. augmented
b. depleted
c. obfuscated
d. circumvented
20. The manager _____ the project timeline to ensure timely completion.
- a. expedited
b. protracted
c. obfuscated
d. trivialized

Appendix 7 Test result of Linguistic Intelligence

| No | Name | Items | | | | | | | | | | | | | | | | | | | | Sum | Total (x5) |
|----|------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-----|---------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 1 | FMRS | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 14 | 70 |
| 2 | SF | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 14 | 70 |
| 3 | JA | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 11 | 55 |
| 4 | RJ | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 14 | 70 |
| 5 | APA | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 12 | 60 |
| 6 | NH | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 11 | 55 |
| 7 | MIM | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 | 75 |
| 8 | FA | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 | 70 |
| 9 | Z | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 11 | 60 |
| 10 | ASD | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 9 | 45 |
| 11 | SN | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 11 | 55 |
| 12 | S | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 9 | 45 |
| 13 | NMP | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 12 | 65 |
| 14 | AMR | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 11 | 60 |
| 15 | SJ | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 14 | 65 |
| 16 | A | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 12 | 60 |
| 17 | RP | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 40 |
| 18 | L | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 12 | 60 |
| 19 | JP | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 10 | 50 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| 20 | EAP | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 11 | 55 |
| 21 | LSR | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 12 | 60 |
| 22 | UKS | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 | 85 |
| 23 | NZ | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 13 | 60 |
| 24 | HSS | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 17 | 85 |
| 25 | AS | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 11 | 55 |
| 26 | ARL | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 16 | 80 |
| 27 | MSN | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 12 | 60 |
| 28 | IKH | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 15 | 75 |
| 29 | SAR | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 9 | 45 |
| 30 | MMB | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 40 |
| 31 | NL | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 9 | 45 |
| 32 | DRH | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 10 | 50 |
| 33 | WR | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 9 | 45 |
| 34 | A | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 14 | 70 |
| 35 | SKP | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 | 65 |
| 36 | GS | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 11 | 55 |
| 37 | AD | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 9 | 45 |
| 38 | PD | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 12 | 60 |
| 39 | DM | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 13 | 65 |
| 40 | AA | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 11 | 55 |
| 41 | SWT | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 11 | 55 |
| 42 | NIS | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 14 | 70 |
| 43 | N | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 12 | 60 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| 44 | ASH | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 12 | 55 |
| 45 | MN | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 9 | 45 |
| 46 | LAS | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 14 | 70 |
| 47 | M | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 9 | 45 |
| 48 | R | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 10 | 50 |
| 49 | PD | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 12 | 55 |
| 50 | TN | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 11 | 50 |
| 51 | SS | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 9 | 45 |
| 52 | TB | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 15 | 75 |

Appendix 8 Test result of Vocabulary Mastery

| No | Name | Items | | | | | | | | | | | | | | | | | | | | Sum | Total (x5) |
|----|------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-----|---------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 1 | FMRS | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 12 | 60 |
| 2 | SF | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 9 | 45 |
| 3 | JA | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 9 | 45 |
| 4 | RJ | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 13 | 65 |
| 5 | APA | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 9 | 45 |
| 6 | NH | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 12 | 60 |
| 7 | MIM | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 13 | 65 |
| 8 | FA | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 | 70 |
| 9 | Z | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 12 | 60 |
| 10 | ASD | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 8 | 40 |
| 11 | SN | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 10 | 50 |
| 12 | S | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 9 | 45 |
| 13 | NMP | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 8 | 40 |
| 14 | AMR | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 11 | 55 |
| 15 | SJ | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 13 | 65 |
| 16 | A | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 11 | 55 |
| 17 | RP | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 7 | 35 |
| 18 | L | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 11 | 55 |
| 19 | JP | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 9 | 45 |
| 20 | EAP | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 9 | 45 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| 21 | LSR | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 11 | 55 |
| 22 | UKS | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 11 | 55 |
| 23 | NZ | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 13 | 65 |
| 24 | HSS | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 | 75 |
| 25 | AS | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 10 | 50 |
| 26 | ARL | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 | 75 |
| 27 | MSN | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 11 | 55 |
| 28 | IKH | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 11 | 55 |
| 29 | SAR | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 9 | 45 |
| 30 | MMB | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 40 |
| 31 | NL | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 40 |
| 32 | DRH | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 6 | 30 |
| 33 | WR | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 35 |
| 34 | A | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 12 | 60 |
| 35 | SKP | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 7 | 35 |
| 36 | GS | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 10 | 50 |
| 37 | AD | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 6 | 30 |
| 38 | PD | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 11 | 55 |
| 39 | DM | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 12 | 60 |
| 40 | AA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 10 | 50 |
| 41 | SWT | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 11 | 55 |
| 42 | NIS | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 14 | 70 |
| 43 | N | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 12 | 60 |
| 44 | ASH | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 11 | 55 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| 45 | MN | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 6 | 30 |
| 46 | LAS | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 14 | 70 |
| 47 | M | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 10 | 50 |
| 48 | R | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 10 | 50 |
| 49 | PD | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 11 | 55 |
| 50 | TN | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 10 | 50 |
| 51 | SS | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 8 | 40 |
| 52 | TB | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 13 | 65 |

Appendix 9 The result of Linguistic Intelligence

| No. | Initial of the Students | Score |
|-----|-------------------------|-------|
| 1 | FMRS | 70 |
| 2 | SF | 70 |
| 3 | JA | 55 |
| 4 | RJ | 70 |
| 5 | APA | 60 |
| 6 | NH | 55 |
| 7 | MIM | 75 |
| 8 | FA | 70 |
| 9 | Z | 60 |
| 10 | ASD | 45 |
| 11 | SN | 55 |
| 12 | S | 45 |
| 13 | NMP | 65 |
| 14 | AMR | 60 |
| 15 | SJ | 65 |
| 16 | A | 60 |
| 17 | RP | 40 |
| 18 | L | 60 |
| 19 | JP | 50 |
| 20 | EAP | 55 |
| 21 | LSR | 60 |
| 22 | UKS | 85 |
| 23 | NZ | 60 |
| 24 | HSS | 85 |
| 25 | AS | 55 |
| 26 | ARL | 80 |
| 27 | MSN | 60 |
| 28 | IKH | 75 |
| 29 | SAR | 45 |
| 30 | MMB | 40 |
| 31 | NL | 45 |
| 32 | DRH | 50 |
| 33 | WR | 45 |
| 34 | A | 70 |
| 35 | SKP | 65 |

| | | |
|-------|-----|------|
| 36 | GS | 55 |
| 37 | AD | 45 |
| 38 | PD | 60 |
| 39 | DM | 65 |
| 40 | AA | 55 |
| 41 | SWT | 55 |
| 42 | NIS | 70 |
| 43 | N | 60 |
| 44 | ASH | 55 |
| 45 | MN | 45 |
| 46 | LAS | 70 |
| 47 | M | 45 |
| 48 | R | 50 |
| 49 | PD | 55 |
| 50 | TN | 50 |
| 51 | SS | 45 |
| 52 | TB | 75 |
| TOTAL | | 3060 |

Appendix 10 The result of Vocabulary Matery

| No. | Initial of the Students | Score |
|-----|-------------------------|-------|
| 1 | FMRS | 60 |
| 2 | SF | 45 |
| 3 | JA | 45 |
| 4 | RJ | 65 |
| 5 | APA | 45 |
| 6 | NH | 60 |
| 7 | MIM | 65 |
| 8 | FA | 70 |
| 9 | Z | 60 |
| 10 | ASD | 40 |
| 11 | SN | 50 |
| 12 | S | 45 |
| 13 | NMP | 40 |
| 14 | AMR | 55 |
| 15 | SJ | 65 |
| 16 | A | 55 |
| 17 | RP | 35 |
| 18 | L | 55 |
| 19 | JP | 45 |
| 20 | EAP | 45 |
| 21 | LSR | 55 |
| 22 | UKS | 55 |
| 23 | NZ | 65 |
| 24 | HSS | 75 |
| 25 | AS | 50 |
| 26 | ARL | 75 |
| 27 | MSN | 55 |
| 28 | IKH | 55 |
| 29 | SAR | 45 |
| 30 | MMB | 40 |
| 31 | NL | 40 |
| 32 | DRH | 30 |
| 33 | WR | 35 |
| 34 | A | 60 |
| 35 | SKP | 35 |

| | | |
|-------|-----|------|
| 36 | GS | 50 |
| 37 | AD | 30 |
| 38 | PD | 55 |
| 39 | DM | 60 |
| 40 | AA | 50 |
| 41 | SWT | 55 |
| 42 | NIS | 70 |
| 43 | N | 60 |
| 44 | ASH | 55 |
| 45 | MN | 30 |
| 46 | LAS | 70 |
| 47 | M | 50 |
| 48 | R | 50 |
| 49 | PD | 55 |
| 50 | TN | 50 |
| 51 | SS | 40 |
| 52 | TB | 65 |
| TOTAL | | 2710 |

Appendix 11 The result of variable X and Y

| No | NAME | X | Y | X ² | Y ² | XY |
|----|------|----|----|----------------|----------------|------|
| 1 | FMRS | 70 | 60 | 4900 | 3600 | 4200 |
| 2 | SF | 70 | 45 | 4900 | 2025 | 3150 |
| 3 | JA | 55 | 45 | 3025 | 2025 | 2475 |
| 4 | RJ | 70 | 65 | 4900 | 4225 | 4550 |
| 5 | APA | 60 | 45 | 3600 | 2025 | 2700 |
| 6 | NH | 55 | 60 | 3025 | 3600 | 3300 |
| 7 | MIM | 75 | 65 | 5625 | 4225 | 4875 |
| 8 | FA | 70 | 70 | 4900 | 4900 | 4900 |
| 9 | Z | 60 | 60 | 3600 | 3600 | 3600 |
| 10 | ASD | 45 | 40 | 2025 | 1600 | 1800 |
| 11 | SN | 55 | 50 | 3025 | 2500 | 2750 |
| 12 | S | 45 | 45 | 2025 | 2025 | 2025 |
| 13 | NMP | 65 | 40 | 4225 | 1600 | 2600 |
| 14 | AMR | 60 | 55 | 3600 | 3025 | 3300 |
| 15 | SJ | 65 | 65 | 4225 | 4225 | 4225 |
| 16 | A | 60 | 55 | 3600 | 3025 | 3300 |
| 17 | RP | 40 | 35 | 1600 | 1225 | 1400 |
| 18 | L | 60 | 55 | 3600 | 3025 | 3300 |
| 19 | JP | 50 | 45 | 2500 | 2025 | 2250 |
| 20 | EAP | 55 | 45 | 3025 | 2025 | 2475 |
| 21 | LSR | 60 | 55 | 3600 | 3025 | 3300 |
| 22 | UKS | 85 | 55 | 7225 | 3025 | 4675 |
| 23 | NZ | 60 | 65 | 3600 | 4225 | 3900 |
| 24 | HSS | 85 | 75 | 7225 | 5625 | 6375 |
| 25 | AS | 55 | 50 | 3025 | 2500 | 2750 |
| 26 | ARL | 80 | 75 | 6400 | 5625 | 6000 |
| 27 | MSN | 60 | 55 | 3600 | 3025 | 3300 |
| 28 | IKH | 75 | 55 | 5625 | 3025 | 4125 |
| 29 | SAR | 45 | 45 | 2025 | 2025 | 2025 |
| 30 | MMB | 40 | 40 | 1600 | 1600 | 1600 |
| 31 | NL | 45 | 40 | 2025 | 1600 | 1800 |
| 32 | DRH | 50 | 30 | 2500 | 900 | 1500 |
| 33 | WR | 45 | 35 | 2025 | 1225 | 1575 |
| 34 | A | 70 | 60 | 4900 | 3600 | 4200 |
| 35 | SKP | 65 | 35 | 4225 | 1225 | 2275 |

| | | | | | | |
|----|-----|----|----|------|------|------|
| 36 | GS | 55 | 50 | 3025 | 2500 | 2750 |
| 37 | AD | 45 | 30 | 2025 | 900 | 1350 |
| 38 | PD | 60 | 55 | 3600 | 3025 | 3300 |
| 39 | DM | 65 | 60 | 4225 | 3600 | 3900 |
| 40 | AA | 55 | 50 | 3025 | 2500 | 2750 |
| 41 | SWT | 55 | 55 | 3025 | 3025 | 3025 |
| 42 | NIS | 70 | 70 | 4900 | 4900 | 4900 |
| 43 | N | 60 | 60 | 3600 | 3600 | 3600 |
| 44 | ASH | 55 | 55 | 3025 | 3025 | 3025 |
| 45 | MN | 45 | 30 | 2025 | 900 | 1350 |
| 46 | LAS | 70 | 55 | 4900 | 3025 | 3850 |
| 47 | M | 45 | 50 | 2025 | 2500 | 2250 |
| 48 | R | 50 | 50 | 2500 | 2500 | 2500 |
| 49 | PD | 55 | 55 | 3025 | 3025 | 3025 |
| 50 | TN | 50 | 45 | 2500 | 2025 | 2250 |
| 51 | SS | 45 | 40 | 2025 | 1600 | 1800 |
| 52 | TB | 75 | 65 | 5625 | 4225 | 4875 |

Appendix 12

VARIABLE X

Linguistic Intelligence

A. Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of linguistic intelligence from low score to high score

70, 70, 55, 70, 60, 55, 75, 70, 60, 45, 55, 45, 65, 60, 65, 60, 40, 60, 50, 55, 60, 85, 60, 85, 55, 80, 60, 75, 45, 40, 45, 50, 45, 70, 65, 55, 45, 60, 65, 55, 55, 70, 60, 55, 45, 70, 45, 50, 55, 50, 45, 75

High : 85

Low: 40

N : 52

2. Range (R)= high score- low score

$$= 85 - 40$$

$$= 45$$

3. Total of classes (k) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 33$$

$$= 1 + 3.3 (1.716)$$

$$= 1 + 1 + 5.6628$$

$$= 6.6628/7$$

4. Length of classes = $\frac{\text{Range}}{\text{Total of Classes}}$
$$= \frac{45}{7} = 6$$

Appendix 13

VARIABLE Y

Vocabulary Mastery

B. Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of vocabulary mastery from low score to high score

60, 45, 45, 65, 45, 60, 65, 70, 60, 40, 50, 45, 40, 55, 65, 55, 35, 55, 45, 45, 55,
55, 65, 75, 50, 75, 55, 55, 45, 40, 40, 30, 35, 60, 35, 50, 30, 55, 60, 50, 55, 70,
60, 55, 30, 55, 50, 50, 55, 45, 40, 65

High : 75

Low: 30

N : 52

2. Range (R)= high score- low score

$$= 75 - 30$$

$$= 45$$

3. Total of classes (k) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log 33$$

$$= 1 + 3.3 (1.716)$$

$$= 1 + 1+5.6628$$

$$= 6.6628/7$$

4. Length of classes = $\frac{Range}{Total\ of\ Classes}$
 $= \frac{45}{7} = 6$

Appendix 14 The result of Product Moment Test

| Descriptive Statistics | | | | | |
|-------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Linguistic Intelligence | 52 | 35 | 75 | 58.85 | 11.32 |
| Vocabulary Mastery | 52 | 45 | 85 | 54.52 | 9.88 |

| Correlations | | | |
|--|---------------------|--------|--------|
| | | X | Y |
| X | Pearson Correlation | 1 | .423** |
| | Sig. (2-tailed) | | .000 |
| | N | 52 | 52 |
| Y | Pearson Correlation | .423** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 52 | 52 |
| **. Correlation is significant at the 0.00 level (2-tailed). | | | |

Appendix 15 Result of hypothesis test Paired

| Paired Samples Statistics | | | | | |
|---------------------------|-------------------------|-------|----|----------------|----------------------|
| | | Mean | N | Std. Deviation | Std. Deviation Error |
| Pair 1 | Linguistic Intelligence | 58.85 | 52 | 11.32 | 1.57 |
| | Vocabulary Mastery | 54.52 | 52 | 9.88 | 1.37 |

| Paired Samples Correlations | | | | |
|-----------------------------|---------------------------|----|-------------|------|
| Pair 1 | Linguistic Intelligence & | N | Correlation | Sig. |
| | Vocabulary Mastery | 52 | 0.423 | .000 |

| Paired Samples Test | | | | | | | | | |
|---------------------|--|--------------------|-----------------------|-----------------------|---|-------|-----------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mea n | Std. Deviasi on | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pai r 1 | Linguistic Intelligenc e & Vocabular y Mastery | 4.33 | 1.44 | 0,20 | 51.77 | 57.27 | 2.34 0 | 51 | .000 |

Appendix 16

DOCUMENTATIONS





CURRICULUM VITAE



A. Identity

Name : Sandia Siregar
Reg. Number : 20 203 00048
Place / Date of Birth : Yogyakarta, 30 Juni 2002
Gender : Female
Religion : Islam
Addres : Aekpining, kec. Batangtoru, Kab. Tapanuli Selatan
Phone Number : 082276483989
Email : sandiasiregar8@gmail.com

B. Parents

Father's Name : Hsimi Siregar
Job : Wiraswasta
Mother's Name : N. Nani

C. Educational Background

1. SDN Perkebunan Batangtoru 2008-2014
2. Mts Negeri Batangtoru 2014-2017
3. MA Nadhlatul Ulama Batangtoru 2017-2020
4. Uin Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2020-2024



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3 Oktober 2024

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Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Dekan FTIK UIN Syahada Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi : Tadris Bahasa Inggris
Alamat : Aek Pining, Batang Toru

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Linguistic Intelligent and Vocabulary Mastery at Fifth Semester of English Department UIN Syahada Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



Wakil Dekan Bidang Akademik dan Kelembagaan

Penanti Syafrida Siregar, S.Psi, M.A

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|--------------------|---------------------------------------|
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| Pangkat/Gol. Ruang | : Pembina Tk I / (IV/b) |
| Jabatan | : Kepala Bagian Tata Usaha pada FTIK |
| Instansi | : UIN Syahada Padangsidempuan |

Dengan ini menerangkan bahwa :

| | |
|---------------|---------------------------------------|
| Nama | : Sondia Siregar |
| NIM | : 2020300048 |
| Semester | : IX (Sembilan) |
| Program Studi | : Tadris Bahasa Inggris |
| Fakultas | : Fakultas Tarbiyah dan Ilmu Keguruan |

Adalah benar telah selesai melaksanakan penelitian di lingkungan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Syekh Ali Hasan Ahmad Addary Padangsidempuan dalam rangka penyelesaian skripsi dengan judul **"The Correlation Between Linguistic Intelligent and Vocabulary Mastery at Fifth Semester of English Department UIN Syahada Padangsidempuan.**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan 15 Oktober 2024
a.n. Dekan
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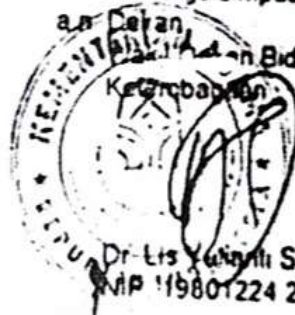
Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan ini menyatakan bahwa :

Nama : Sandia Siregar
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Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan ilmu Keguruan

Benar telah selesai melaksanakan penelitian dilingkungan Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dalam Rangka penyelesaian skripsi dengan judul **"The Correlation Between Linguistic Intelligence and Vocabulary Mastery at Fifth Semester of English Department Uin Syahada Padangsidimpuan"**

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 27 September 2024



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