

Narrative Writing and Linguistic Intelligence: An Empirical Study in Indonesian Junior High Classrooms

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ABSTRACT

Every student possesses innate intelligences that influence their learning potential. Linguistic intelligence, in particular, plays a key role in developing narrative writing skills. This study investigates the effectiveness of linguistic intelligence in enhancing narrative writing among seventh-grade students and explores the challenges faced by both students and teachers during the learning process. This experimental study was conducted at State Middle School 13 Tarakan, North Kalimantan, Indonesia. The subjects consisted of two seventh-grade classes (Class A and Class B), each comprising 34 students. Data were collected through questionnaires and narrative writing tests. The experimental group received instruction based on the VAK (Visual, Auditory, Kinesthetic) learning model tailored to linguistic intelligence, while the control group followed standard instruction. Data were analyzed using mean scores and standard deviations, with hypothesis testing to determine significance. The experimental group showed significant improvement in narrative writing skills. The average final test score in the control group was 74.14, while the experimental group achieved 82.87, compared to their pre-test average of 69.82. Hypothesis testing indicated that linguistic intelligence significantly influenced students' writing abilities (H_0 rejected). Findings suggest that integrating linguistic intelligence through VAK learning strategies enhances students' ability to express ideas in narrative form. However, both students and teachers faced challenges such as limited motivation, lack of imagination, and difficulties understanding narrative structure.

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1. INTRODUCTION

The intelligence that is important for students to have in supporting learning success is linguistic because, with linguistic intelligence, students will find it easier to understand how and what methods should be used to convey thoughts or ideas to other individuals through speech or written language. Howard Gardner in 1983 introduced the theory of multiple intelligences. Gardner defines intelligence

as the capacity to solve various problems, raise new issues to solve problems, create innovation, and think creatively (Gardner, 2013).

Thinking is a cognitive process performed by individuals in different areas of life, including the field of education. The process of thinking is categorized into two tiers: low-level thinking and high-level thinking. People who possess advanced thinking abilities can cultivate argumentation, problem-solving, critical analysis, and creativity. With the advancement of the educational landscape, numerous efforts are ongoing to address the evolving times. One of the impacts of these changes is the emergence of the 21st-century learning concept known as 4C, namely critical thinking, creativity, communication, and collaboration (Abidin, 2015). This concept allows students to communicate effectively and learn independently to be more active and creative. Critical and creative thinking becomes an essential skill in learning. Not only must students understand, but they must also be able to apply language skills well.

Creativity has been identified as one of the main competencies that students must have in the future (Uslu & Uslu, 2021; Bui & Hsieh, 2024). One of the students' creative activities is writing. In an academic context, learning to write is urgent (Ahmadi, A., Sodiq, S., Setiawan, S., Pratiwi, Y., & Reny Hariyati, 2019; Novariana, H., Ni'ma, A., Sumardi, S., & Tarjana, 2020). Writing is a fundamental means of communication crucial in constructing knowledge and supporting thinking and understanding (Kusumastuti & Listiani, 2020). Errors in writing skills can be in the form of grammar, diction, and spelling errors (Adam, M. A., Mohd Yusof, S., & Rahim Hamdan, 2019). It is a complex activity involving various aspects, such as developing ideas, synthesizing information, constructing language, organizing vocabulary, conveying messages effectively, and understanding proper punctuation. In addition, writing requires various linguistic, cognitive, and sociocultural competencies and uses mental processes to construct sentences. Writing is a process of expressing thoughts, ideas, or concepts that are communicated to readers indirectly through writing (Amutha, S., & Philomina, 2015). Therefore, writing skills have a complex structure and take time to master.

In Junior High School, there is learning to write narrative texts. The goal is to provide information to readers about an event so that readers can learn from the story (Kusumastuti & Listiani, 2020). Narrative texts in the form of stories are considered one type of writing closest to humans because they contain human characteristics. Writing narrative texts is based on a fictional world with plots, people, settings, conflicts, characters, characterization, time, point of view, and narrators (Ahiskali & Maltepe, 2023a). Students must demonstrate a variety of skills when writing narrative texts, including mastery of topics, organization, sentence structure, spelling, vocabulary, and punctuation (Samosa, R. C., Sheila Villar, M. V., Balasta, S. C., Maya Gugulan, J. E., Macato, A. D., & de San Gabriel Arcangel, 2021). Writing activities are activities that stimulate the mind to a higher level, namely, creating creativity (Barton et al., 2024). The mechanism of learning to write is an important thing that allows for the presentation, organization, and refinement of ideas, feelings, and expressions. Students must be trained to write according to their abilities (Wahyuni, S., Etfita, F., & Handayani, 2021; Wahyuni, 2017). Students' success in writing activities is related to their experience in the writing process. However, writing is often considered a complicated learning process because it requires complex cognitive and physical actions to produce and combine letters and display certain linguistic features such as words, spelling, sentence structure, and so on (Asri, Taufiq, Jasril, Afdetis Mana, & Putri, 2022; Ibrahim, 2015).

Students must have affective readiness to develop writing skills because it involves cognitive, affective, and procedural aspects (Ahiskali & Maltepe, 2023b). Students have good linguistic intelligence; they will not immediately trust a source of information if it is not based on real facts. Therefore, linguistic intelligence is needed to find and analyze information in this information era. Thus, critical and creative thinking helps students face various information challenges in the digital era more wisely and rationally. In addition, it can convey information through interesting and logical writing. This means that students must be bright in conveying ideas in their writing.

The concept of linguistic intelligence at all levels of education in Indonesia has not been optimally integrated (Halil, 2017). This intelligence includes skills in convincing others through language, writing

creatively, and understanding and mastering other languages quickly (Shakouri, N., Sheikhy Behdani, R., & Teimourtash, 2016); Yusri, 2018; Pérez, M. E. del M., Guzmán Duque, A. P., & García, 2018). Students with good linguistic intelligence can communicate with others both orally and in writing. In conclusion, linguistic intelligence is intelligence that every child has, such as the ability to organize thoughts clearly and use them competently to solve everyday problems.

Previous studies have shown that there is a significant relationship between linguistic intelligence and computational thinking, indicating that improving linguistic skills, especially rhetoric, explanation, and metalinguistics, can improve students' computational abilities, which guide future educational strategies (Ragil et al., 2024). Prior studies have been carried out to examine the use of a literary learning framework rooted in verbal-linguistic intelligence. This research identified several key elements in the learning model, specifically: (1) comprehension, (2) traits, (3) educational strategies, (4) ultimate learning results, and (5) personality. The findings of the study revealed that students taking essay tests exhibited higher verbal-linguistic intelligence compared to those who completed matching tests. Moreover, additional research seeks to outline seven indicators of students' verbal-linguistic intelligence in reading topics. The results of the study revealed that there are seven leading indicators of students' verbal-linguistic intelligence in reading, namely: (1) having excellent initial knowledge in pronouncing words, (2) enjoying word games such as Scrabble, (3) entertaining oneself and peers through tongue twister games, (4) being able to explain the meaning of written and spoken words, (5) having difficulty understanding mathematics lessons, (6) often referring to information that has been read or heard in conversation, and (7) having the ability to write poetry based on personal experience (Hasanudin, C., & Fitrianiingsih, 2020).

Students in junior high school in Indonesia should focus on developing their writing skills effectively. Grounded in the findings from observations at Junior High School 13 Tarakan City, North Kalimantan, it is known that many students still experience obstacles in writing narratives. Only two teachers use linguistic intelligence for language learning in speaking skills. In writing learning, students cannot express their thoughts in written language. Most students cannot write simple paragraphs in narrative texts, resulting in less than-optimal writing learning outcomes. Another reason is that students do not understand how to choose diction, and their vocabulary is limited.

Learning to write with linguistic intelligence accompanied by Visual, Auditory, and Kinesthetic (VAK) learning styles can improve narrative text writing skills for students. VAK is a learning style that recognizes the diversity in how children obtain and process information and has been applied in various subjects. Meshack's (2015) research shows a strong correlation between learning patterns and academic achievement of junior high school students who prefer the three VAK learning styles (Almomani, 2019). This research aimed to assess the impact of linguistic intelligence on the narrative writing abilities of seventh-grade students at State Junior High School 13 Tarakan. Linguistic intelligence is useful during this writing task assigned to students to enable them to collaborate.

Based on the description above, there is a hypothesis in this study: How practical is linguistic intelligence in improving the narrative text writing skills of grade VII students? Therefore, the author is interested in knowing the following: 1) how effective is linguistic intelligence-based teaching in narrative writing learning? and 2) what challenges do students and teachers face in implementing this? The author wants to answer these questions through the title "Narrative writing and linguistic intelligence: an empirical study of junior high schools in Indonesia". With the results obtained, it is hoped that this study can contribute to teachers, parents, and policymakers in designing writing learning that utilizes the linguistic intelligence possessed by students as a potential to optimize writing learning. With linguistic intelligence involving visual, audiovisual, and kinesthetic, students are expected to be able to maximize their learning modalities.

2. METHODS

This study is a form of quantitative research featuring a quasi-experimental research design. This study took place at Tarakan 13th Junior High School during the odd semester of the 2024/2025 academic

year. The participants in this study included all junior high school students from 13 Tarakan. The sample was chosen utilizing a purposive sampling method. The research participants consisted of 74 seventh-grade students, designated as class A for the control group and class B for the experimental group, which included 34 students. The findings in this research will be displayed numerically along with statistical evaluation, focusing on the processed data from the responses to the linguistic intelligence questionnaire and the outcomes of the narrative text writing skills assessment related to VAK-based linguistic intelligence. The data gathering method involved a questionnaire, whereas the writing skills data utilized an assessment in the form of a narrative text writing task. The research framework is structured as outlined.

Table 1. Research Design: Pretest-Posttest Control Group Design

Class	Pretest	Treatment	Posttest
Experiment	Y1	X	Y2
Control	Y1	-	Y2

Where:

Y1 : Pretest

Y2 : Pretest

X : Treatment

The questionnaire was made from three indicators, namely: 1) about ideas, 2) about narrative writing, and 3) linguistic intelligence (rhetoric, mnemonics, explanations, and metalanguage). Rhetoric is the use of language effectively. Language skills consist of four aspects- listening, reading, speaking, and writing mnemonics as the use of language to remember something. Explanation is the use or skill of language to provide information. Metalanguage is the use or skill of language to discuss the language itself. All instruments must be tested first, and then an instrument analysis must be conducted to obtain a suitable instrument. The criteria are strongly disagree (1), strongly agree (2), agree (3), and strongly agree (4).

In addition, an initial test was conducted to determine students' initial writing abilities and a final test was conducted to assess the results of writing learning after being given treatment with linguistic intelligence using the VAK learning style aspects of writing skills assessment, namely vocabulary, organization (content), grammar, and structure. Vocabulary includes word selection (diction), word formation, and vocabulary use. Organization consists of the sequence of events and components that form a narrative, including plot, setting, characters, and characterization; cohesiveness of the story sequence; and chronology of story details. The use of grammar concerns sentence writing, the effectiveness of sentence writing, errors in linguistic form, and whether or not the language used is communicative. Structure/mechanics include mastery of writing rules (Nurgiyantoro, 2016).

In addition to formulating the research objectives, the researcher also provided treatment to the research subjects and then measured its effect on other variables. The researcher administered a pretest as a baseline score that would serve as a baseline for the researcher before the students were given the treatment. Students were then given several treatments, namely three times using linguistic intelligence in narrative writing learning, with the aim of maximizing the results obtained and improving linguistic intelligence in students. After administering the treatment, students were given a posttest to compare the scores between the pretest and the treatment.

Table 2. Narrative Text Writing Assessment Rubric

Assessment Aspects	Criteria	1 (Poor)	2 (Enough)	3 (Good)	4 (Verry Good)
Vocabulary	Use of appropriate, varied, and contextually appropriate words.	Vocabulary is very limited, use of words is not appropriate to the context	The vocabulary is less varied and sometimes does not fit the context.	The vocabulary is quite varied and appropriate to the context.	The vocabulary is very varied, rich, and very contextually appropriate.
Content	The suitability of the story to the theme, completeness of ideas, and richness of detail.	The story does not fit the theme, unclear and development is very lacking.	The story structure is less logical and cohesive, the storyline is less clear and the sequence of events is less orderly.	The use of grammar is correct, the diction is quite varied and appropriate to the context, the sentences are quite effective.	The use of grammar is very appropriate, the diction is varied and appropriate to the context, the sentences are effective and support the delivery of the story.
Organization	Logical and cohesive story structure, plot and sequence of events.	The story structure is not logical and cohesive, the storyline is unclear and the sequence of events is irregular.	The story structure is less logical and cohesive, the storyline is less clear and the sequence of events is less orderly.	The story structure is logical and cohesive, the storyline is quite clear and the sequence of events is quite orderly.	The story structure is very logical and cohesive, the storyline is clear and the sequence of events is well organized.
Grammar	Appropriate use of grammar, diction, and sentences.	The use of grammar is incorrect, the diction is not varied and does not fit the context, the sentences are ineffective.	The use of grammar is not appropriate, the diction is not varied enough and not appropriate to the context, the sentences are not effective.	The use of grammar is correct, the diction is quite varied and appropriate to the context, the sentences are quite effective.	The use of grammar is very appropriate, the diction is varied and appropriate to the context, the sentences are effective and support the delivery of the story.
Mechanics	Correct spelling, punctuation and writing format.	Spelling, punctuation, and formatting are incorrect with many errors.	Spelling, punctuation, and formatting are incorrect with several errors.	Spelling, punctuation, and formatting are correct with few errors.	Spelling, punctuation, and writing format are very correct and consistent.

The following is a score interpretation for the narrative writing skills assessment rubric for junior high school students.

a. Very Good (17-20)

The student demonstrates excellent narrative writing skills, with rich content, a cohesive story structure, effective use of language, correct mechanics, and varied and contextually appropriate vocabulary.

b. Good (13-16)

The student demonstrates good narrative writing skills, with sufficient detail, a cohesive story structure, appropriate use of language, mostly correct mechanics, and a varied and contextually appropriate vocabulary.

c. Adequate (9-12)

The student demonstrates adequate narrative writing skills, with some deficiencies in content development, story structure, language use, mechanics, and vocabulary.

d. Poor (8-5)

The student demonstrates inadequate narrative writing skills, with many deficiencies in content development, story structure, language use, mechanics, and vocabulary.

3. FINDINGS AND DISCUSSION

This study took place in Class 13 of State Middle School 13 Tarakan during the odd semester of the 2024/2025 academic year. The researcher ultimately obtained the results after completing a series of research procedures. The information acquired by the researcher through this study can be examined and elaborated upon thoroughly based on the problem formulation and the objectives the researcher aims to accomplish. This segment examines the research outcomes along with an analysis of the collected data and a clarification of the research results. The research data consists of student responses to writing learning using linguistic intelligence and assessments on narrative text writing, including both pre-test and post-test data.

3.1 Findings

3.1.1 Student Responses

From the student responses, it is known that grade VII students have good linguistic intelligence. Based on the student’s answers/responses, most students can construct Indonesian sentences with the correct structure and diverse understanding and retell their experiences based on what they see, hear, and experience. This is indicated by students being able to manage logic and think coherently. A student is said to have linguistic intelligence if the student can use language effectively. The following are the criteria for student responses.

Table 3. Questionnaire Completion Criteria

No.	Criteria	Score
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

Students are considered to have linguistic intelligence if they can use language effectively. Grade VII students responded with various criteria. The results of student responses in four categories are described below.

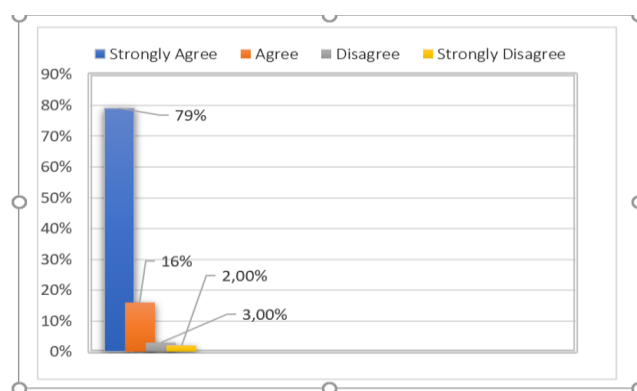


Figure 1. Grade VII Students' Responses to Linguistic Intelligence

Figure 1 shows the result of students' responses regarding understanding 1) ideas, 2) creativity in writing narratives, and 3) linguistic intelligence (rhetoric, mnemonics, explanations, and metalanguage). Students' linguistic intelligence can be seen from their ability to convey ideas and creativity in learning to write narratives. In mastering narrative writing skills, students can communicate ideas more easily by learning through linguistic intelligence. This is evidenced by 2.00% of respondents who strongly disagreed. Meanwhile, students who strongly agreed were 79%. This can help students write stories with a coherent plot and clear story-building elements.

In addition to linguistic intelligence, researchers also want to know students' responses about understanding narrative text writing skills. The following are the results of the data analysis, including findings from a 30-question questionnaire on narrative writing. The aspects assessed include vocabulary, organizational structure, grammar, and structure. The results of this study are presented in the following table.

Table 4. Mean, Standard Deviation, and Standard Error of Grade VII Students' Understanding in Writing Narrative Texts at State Junior High School 13 Tarakan

N	Item	Writing Skills	Mean	Std. Deviasi	Stand. Error
74	5	Vocabulary	4.23	.81	.11
74	5	Organization	4.03	.76.80	.10
74	10	Grammar	4.00	.81	.11
74	10	Structure	4.21	.82	.10

The table above discusses the mean value, standard deviation, and standard error in understanding narrative text writing skills. A balance is needed between understanding Indonesian writing skills and the application of multiple intelligences in the learning process. Each skill shows something interesting to discuss, such as the opportunity to integrate linguistic intelligence to teach all Indonesian language skills at State Junior High School 13 Tarakan.

3.1.2. Narrative Text Writing Test Results

Writing is producing and organizing ideas and turning them into a readable text. This activity requires various high-level skills, such as planning and organizing, as well as basic skills, such as spelling, punctuation, and word choice, which are very important for writers in Indonesian. In learning, students are expected to recognize, understand, differentiate, classify, analyze, examine, and categorize various things seen, experienced, or encountered in the surrounding environment as a basis for writing narratives. Students then express it in the form of narrative writing. In improving language skills, students develop writing skills through imagination and express them through linguistic intelligence. This aligns with Halil's statement that children with good linguistic intelligence have a good memory for names, places, dates, and other information. In addition, they can play with words and tell stories to communicate their feelings, ideas, and creative ideas (Halil, 2017).

The study's results show that the average total score and standard deviation are greater than α 0.05 as a standard. This means that each item is suitable for use in narrative writing learning. This linguistic intelligence-based Indonesian language learning option can be applied to overcome the confusion of educators in narrative writing learning situations. Therefore, it is consciously considered for learning in general and used to improve students' Indonesian writing competence in particular.

The description of the research data will discuss all the data that has been obtained. Learning to write with linguistic intelligence owned by students can be known through the results of the initial test and final test in the control class and experimental classes. The initial test was conducted at the beginning of the meeting before giving treatment in the form of learning to write narrative texts based on linguistic intelligence with the VAK learning style. In the experimental class, treatment was given with linguistic intelligence when learning to write narrative texts. In the experimental class, students

better understood how to write narrative texts after being given treatment. Students could express ideas and thoughts and create a coherent storyline. Students remember what they have seen, heard, or done. This is the student’s capital to create narrative texts and develop them according to their imagination of the story. The following are the results that students have achieved.

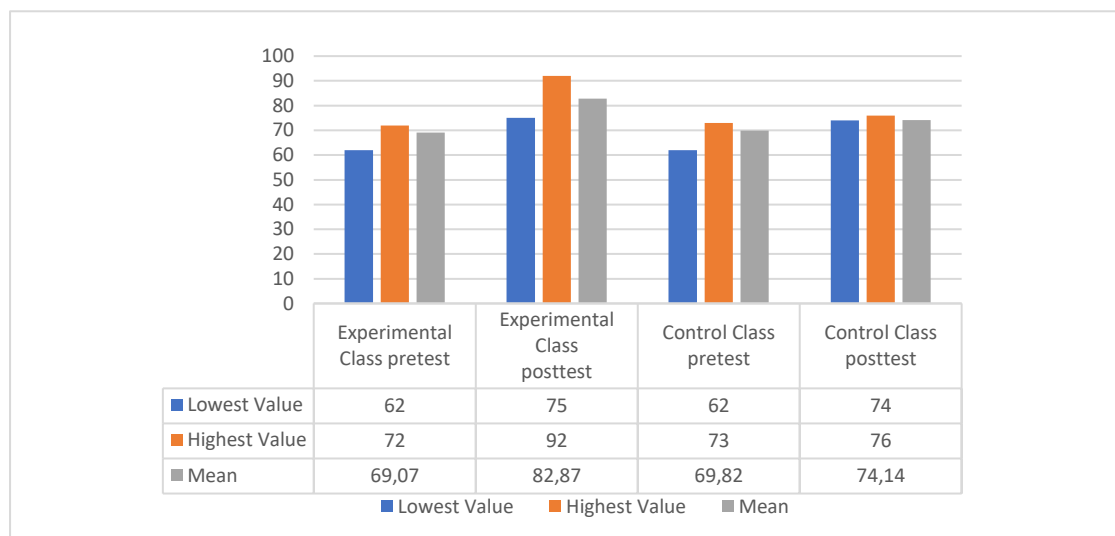


Figure 2. Comparison of Initial Test and Final Test of Narrative Writing Learning with Linguistic Intelligence

Figure 2 shows that in the initial test in the experimental class, the lowest score was 62, the highest score was 72 for two students, and the average was 69.07. The initial test of the control class obtained the lowest score of 62, the highest score of 74 for two people, and an average of 69.82. Meanwhile, for the experimental class’s final test, the lowest score was 75, the highest score was 92 for two students, and the average was 83.87. In the control class’s post-test, the lowest score was 74, the highest score was 76 for two people, and the average was 74.14. In the control class that was not given treatment, only two people were able to achieve the minimum completeness criteria.

Data collection was conducted in two stages. The first stage involved administering a pre-test. This was conducted before providing material using linguistic intelligence. The second stage was a post-test, administered after the linguistic intelligence treatment. The results of the descriptive analysis are presented in Table 4.

Table 5. Descriptive Statistic

		Pre-test Eksperiment	Post-test Experiment	Pre-test Control	Post-test Control
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean		69.07	82.87	69.82	79.14
Std. Error of Mean		.405	.542	.584	.661
Median		70.00	86.00	70.00	80.00
Mode		70	86	70	84
Std. Deviation		2.465	3.298	3.552	4.022
Variance		6.078	10.880	12.619	16.179
Range		13	17	12	13
Minimum		62	75	62	76
Maximum		72	92	72	84
Sum		2599	3189	2545	2947

According to Table 4, it is clear that a notable difference exists between the pre- and post-learning results of seventh-grade students at Tarakan 13 Junior High School, which includes 37 students. The initial test results in the experimental class showed an average of 69.08, with the highest score being 72 and the lowest score being 62. The final test results showed an average of 82.86, with a top score of 91 and a bottom score of 70. This shows a variation in the mean score between the first test and the last test in the experimental group, particularly in writing narrative texts. In the statistical analysis, a test for normality was performed, producing the subsequent outcomes.

Table 6. Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Narrative text writing skills	.095	74	.098	.971	74	.082
Linguistic Intelligence	.114	74	.019	.974	74	.124

The Shapiro-Wilk test is the normality test utilized and was conducted using SPSS version 30. According to the outcomes of the normality assessment, the significance value for linguistic intelligence is 0.124, while for narrative writing skills, it is 0.082. The significance value of each variable exceeds 0.05, indicating that the research data typically follows a normal distribution. The normality test uses the following criteria for conclusions: if the significance value is greater than 0.05, the data is normally distributed. In contrast, if the significance value is less than 0.05, the data is not normally distributed.

Table 7. Test of Reliability

Reliability Stastic	
Cronbach's Alpha	N of Item
.752	30

The criteria applied are that a Cronbach's Alpha value > 0.6 indicates reliability, while a value < 0.6 suggests unreliability. According to the reliability test outcomes in Table 4, the Cronbach's Alpha score is 0.752, exceeding 0.6. Thus, it can be determined that the product is trustworthy.

3.1.3 Challenges for Junior High School Students in Writing Narrative Texts

High linguistic intelligence will make it easy for someone to review language, and they are usually good at reading, writing, telling, and easy-to-understand words (Gardner, 2013). Good words and language are needed to translate everyday problems, which are then found solutions. An analysis was carried out on the indicators tested to determine the linguistic intelligence of students in learning to write narratives. The indicator of identifying relevant information from narrative texts was 85.91%. The indicator of formulating questions correctly from narrative texts was obtained at 84.7% and was categorized as high.

Table 8. Frequency Distribution of Students' Linguistic Intelligence Ability Test Results In Narrative Writing Learning

No	Interval	Midpoint	Absolute Frequency	Relative Frequency
1.	74.98-77.41	76,195	8	11.95
2.	77.41-79.84	78,625	10	13.96
3.	79.84-82.27	81.05	4	7.57
4.	82.27-84.7	83,485	6	9.72
5.	84.7-87.13	85,915	24	19.98
6.	87.13-89.56	88,345	6	9.72
7.	89.56-91.99	90,775	5	8.45
8.	91.99-94.42	93.205	8	11.95
9.	94.42-96.85	95,635	3	6.70
Amount			74	100

The results show that students were able to correctly formulate questions based on narrative texts. Interviews and observations also revealed difficulties faced by several students, including writing without paying attention to question marks and not carefully reading narrative texts, resulting in questions not connecting with the answers. The most common obstacle faced by students was analyzing problems in narrative texts.

3.2. Discussion

3.2.1 Student Responses

Based on the responses of students who participated in narrative text writing instruction, it was found that writing is perceived as a relatively complex activity, requiring a broad vocabulary, relevant experiences, and the ability to write accurately and coherently. After engaging in narrative writing lessons incorporating linguistic intelligence, 79% of the 74 students strongly agreed that linguistic intelligence plays a crucial role in developing narrative writing skills. This finding is supported by student responses indicating that most were able to construct grammatically correct Indonesian sentences using varied vocabulary and could effectively retell personal experiences based on what they had seen, heard, and felt. These outcomes suggest that students had effectively engaged with the VAK (Visual, Auditory, and Kinesthetic) learning styles. Additionally, 16% of students agreed, while 2% and 3% disagreed to varying extents. Students who initially considered writing to be a difficult task reported that integrating linguistic intelligence and the VAK learning approach made it easier for them to write narrative texts.

Writing is an essential skill that must be improved (Daulay et al., 2022). Writing plays a vital role in interacting with other distant people at different times. In addition, writing can also be a memory or evidence that is permanent or semi-permanent. In improving language skills, students develop writing skills through imagination and then write them down through their linguistic intelligence. This aligns with Halil's statement that children with good linguistic intelligence have good memories of names, places, dates, and other information. In addition, students can play with words and tell stories to communicate their feelings, ideas, and creative ideas (Halil, 2017). A student is considered linguistically intelligent if they can use language effectively.

Previous research was conducted by Wahidah & Naning (2003). The study aimed to investigate the multiple intelligences learning approach used to provide students with competencies in English writing skills at an institution called IAIN Sorong, Southwest Papua Province, Indonesia. The study introduced interactive, analytical, and introspective domains, which include linguistic, mathematical, visual, kinesthetic, musical, intrapersonal, interpersonal, naturalistic, and existential or spiritual elements. These elements will be applied appropriately to improve students' English writing skills. This study used a survey method. Meanwhile, this study aims to develop students in various ways. This

study aims to 1) determine the effectiveness of linguistic intelligence in teaching narrative writing skills for seventh-grade students of SMP Negeri 13 Tarakan, North Kalimantan, Indonesia, and 2) determine the challenges faced by teachers and students. This type of experimental research collected data using questionnaires and tests. The results of the study concluded that linguistic intelligence with a VAK learning style (visual, auditory, and aesthetic) facilitates the expression of ideas in narrative writing.

Gardner (Chatib, 2012: 56) states that linguistic intelligence has a core component of sensitivity to the sound, structure, meaning, and function of words. In relation to learning to write narratives, the benefits of linguistic intelligence can facilitate students in understanding and applying the rules of language, spelling, punctuation, and vocabulary. The importance of linguistic intelligence for students can be a stimulus in high school, becoming a lifelong provision in interacting as speakers and writers.

There is an interaction between problem solving, project-based learning, linguistic intelligence, and critical thinking on students' report writing skills (Yusri, 2018). Students who have linguistic intelligence are more sensitive to language patterns, organized, systematic, enjoy reading, writing, and are good at playing with words (Gardner, 2001). Data analysis and research results show that linguistic intelligence with the VAK learning style is very effective and has a significant impact on junior high school students' narrative text writing skills. This research shows good results and students experience significant changes in narrative writing skills.

3.2.2 Narrative Text Writing Test Results

The educator inspires learners throughout the narrative writing process using linguistic intelligence and the VAK learning style. Besides drawing inspiration from within, students also receive motivation from their teacher. This is evident from the organized behavior of students throughout the learning process, their initiative in completing assignments on their own, their eagerness to engage in learning and tasks, their interest in narrative writing, and their overall satisfaction with the learning experience. The findings from the descriptive statistical analysis indicate that students' learning outcomes in writing narrative texts exhibit different values. During the initial test, students in both the control and experimental groups shared comparable characteristics, with no significant difference in their initial scores. Upon receiving acknowledgment, the final test scores of students in the experimental class achieved 100% and met the KKM. In the earlier assessment of the experimental group, merely two students achieved a score of 73, indicating they did not meet the Minimum Completion Criteria

Many students are still unable to write down their ideas. Students' ability to express ideas is influenced by their level of intelligence, one of which is linguistic intelligence. In daily activities, linguistic intelligence is one of the most important intelligence because linguistic intelligence is related to writing skills (Yusri, 2018). However, after the treatment, students can now express their ideas based on what they have done through VAK. Students can write the contents of narrative texts with the correct language and structure, understand the use of effective sentences and the way to write the organization has been coherent.

The final measurement used a final test, which found that the lowest score of students was 65, the highest score was 92, and the average was 83.88. Based on the results of the average score showed that there was an increase in narrative text writing skills with linguistic intelligence. Students understand the learning material better and practically write narrative texts; the learning process is packaged in a fun way with the VAK learning style, making students excited to carry out learning activities. However, teachers must continue to play an optimal role in assisting students. It can be said that the completeness of linguistic intelligence in improving the ability to write narrative texts of Class VII students of State Junior High School 13 Tarakan has not reached 85% of those who get a score of 75 or above. From the results of the recapitulation of data from the control class and the experimental class, it can be concluded that the scores of students in the experimental class and the control class, both in the initial test and in the final test, tend to change student scores. The scores of students in the experimental class compared to the final test increased or showed a significant difference.

The normality test used to draw conclusions is based on the following criteria: if the significance value is > 0.05 , the data is normally distributed. Conversely, if the significance value is < 0.05 , the data is not normally distributed. The following are the results of the normality test in this study. The next step is to confirm whether the temporary answer or hypothesis is proven or not. An independent t-test is used to analyze statistical inference. The goal is to prove whether the alternative hypothesis (H_1) is in accordance with the research results or the null hypothesis (H_0), which is in accordance with the research results. The significant influence of linguistic intelligence on narrative text writing skills is also proven by the results of the linguistic intelligence test data analysis using the Paired Sample T-test calculation, showing that the significance value is 0.004, which means less than 0.05 (Sig. = 0.004 < 0.05). These results indicate that H_0 is rejected and H_a is accepted. Concluded that linguistic intelligence is effective in improving narrative text writing skills. So, effective narrative text writing skills are carried out with the presence of linguistic intelligence and VAK learning styles. The results of the analysis show that linguistic intelligence is effective in improving narrative text writing skills of grade VII students of State Junior High School 13 Tarakan.

3.2.3 Challenges faced by Teachers and Students

Individuals with high linguistic intelligence tend to be able to convince others with their language skills. Teachers can deliver material effectively. Ideally, someone with linguistic intelligence has the skills to listen carefully, speak clearly and persuasively, read well, and write skillfully. However, not all individuals with linguistic intelligence have all four skills in balance because linguistic intelligence varies from person to person. So, someone who has linguistic intelligence can be interpreted as being able to process and organize ideas clearly and express them well orally, in writing, and in reading comprehension.

In developing language skills, a person has certain goals to achieve. First, children are expected to be able to communicate well, both verbally and in writing. Second, children are expected to be able to use language as a tool to convince others. Third, language development aims for children to be able to remember and store information naturally and to be able to explain a concept or idea to others clearly and effectively. More specifically, the development of linguistic intelligence aims for children to have good writing skills, be able to convey opinions/ideas/ideas convincingly, be able to provide information to others well, and have the ability to explain using language effectively (Bui & Hsieh, 2024). In practice, everything around the child can be used as a context in storytelling activities.

The challenges in teaching narrative writing are quite large. Many students have difficulty expressing ideas in writing, which is often caused by a lack of motivation, imagination, or understanding of narrative structure. Lack of vocabulary and students not understanding the elements of narrative text development. Students' limited vocabulary mastery makes it difficult for students to convey their thoughts in writing (Hayati et al., 2022). Students consider writing activities to be scary because they will definitely find many mistakes. Students consider writing assignments to be a burden, and they do not do it wholeheartedly. Some students have not been able to identify information from what they have seen, heard, done, or even encountered. This is needed to encourage and foster natural writing activities, which are in line with the development of students' linguistic intelligence. Writing is a form of activity that can stimulate students' critical thinking and imagination. Through writing, students can use their own language. Students can also write by retelling what they know, experience, and see. In addition, students who are going to write must understand the organization of writing, vocabulary, diction, and structure. This narrative writing activity is important to develop students' language skills so that they can become a literate generation.

4. CONCLUSION

The study's findings indicate that linguistic intelligence can significantly enhance the ability to write narrative texts for seventh-grade students at Junior High School 13 Tarakan. Utilizing the VAK learning style, learners can see, hear, and engage through tactile sensations to absorb information that aids them in articulating thoughts or composing narratives. The initial test results for the control class showed a minimum of 63 and a maximum of 73, while the highest score on the final test was 63 and the top score was 74. In the meantime, the starting test score of the experimental group was 62, while the highest was 72. For the final examination, the lowest score was 75, and the highest score was 92. It is reported that there is a notable rise in the experimental class, as indicated by an improvement in the quality of narrative texts. Initially, the average score of the experimental class was 69.07, which increased to an average of 82.87 after the treatment. Consequently, hypothesis H₁ in this research is accepted, while hypothesis H₀ is rejected. This indicates that one can deduce that linguistic intelligence is beneficial for acquiring skills in writing narrative texts. Teachers and students encountered several challenges when writing narrative texts, particularly struggling with expressing ideas in writing, which was frequently attributed to insufficient motivation, imagination, or comprehension of narrative text structures.

The results of these findings suggest that enhancing narrative text writing abilities requires engaging in intensive writing activities, employing linguistic intelligence, and incorporating the VAK learning style. Educators must take on a significant role in facilitating learning to establish a positive educational atmosphere and effectively use resources to assist students in reaching their full learning potential. This indicates that linguistic intelligence significantly enhances students' abilities in writing narrative texts.

In light of the findings and conversations regarding this study, the researcher offers suggestions for educators, learners, and prospective researchers. Educators can leverage linguistic intelligence in the learning process, particularly in writing narrative texts, since it positively influences the success in writing narratives. Students can actively participate in learning to compose narrative texts to foster the creation of written pieces derived from imagination and personal experiences. In the meantime, future researchers have the chance to explore this linguistic intelligence across various subjects.

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