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Exploring Verbal Linguistic Intelligence, Writing Self-Efficacy, and Writing Skills Among Undergraduate Students

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A R T I C L E I N F O

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A B S T R A C T

This research aims to investigate relationship between verbal linguistic intelligence, writing self-efficacy, and writing skills. This research adopted correlational quantitative design for second semester of English department in Unissula. Data were collected through tests for obtaining data of verbal linguistic intelligence and writing skills, then using questionnaires for obtaining data of writing self-efficacy. The results of this research are as follow: 1) Verbal linguistic intelligence has a significant relationship to writing skills. 2) The relationship between writing self-efficacy which has several dimensions such as ideation, conventions, and self-regulation does not have a significant correlation with writing skills. 3) The relationship among verbal linguistic intelligence, writing self-efficacy, and writing skills can be seen from the direct influence and indirect influence. These findings underscore that verbal linguistic intelligence is a key factor in improving writing skills, while writing self-efficacy may have limited role

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INTRODUCTION

Differences among people in academic achievement are associated to distinctitons in thinking, feeling, and acting inside a similar classroom. Sunarto and Agung Hartono (2008) classified individual differences into physical, societal, personality, intelligence, and school skills categories. Relation to intelligence differences, it is a complex characteristic that reflects subtantial differences among individuals. It involves the ability to solve issues or execute actions valued in one or more cultures. One kind of intelligence is verbal-linguistic, it represents an aptitude to utilise words and convey ideas successfully in spoken or written contexts, as well as to change language structures as stated by Howard Gardner in (Morgan, 2021). Verbal linguistic intelligence is the most widely acquired intelligence in the world, having adept individuals understanding and expressing their ideas in their mother tongue and other languages. Professionals with high verbal-linguistic intelligence include writers and orators who are fluent in multiple languages.

Furthermore, English proficiency is crucial and needed for students, four essential abilities required for language acquisition are productive skills (speaking and writing), and receptive skills (reading and listening). Linguistic strategic and communicative competence includes organizing thoughts, choosing suitable vocabulary, and adapting language usage. The writing process consists of the transcription and revision of both planned and actual texts (Atasoy, 2021). Writing skills have grown more important in daily life since they involve cognitive processes such as attention, motor coordination, memory, and visual processing. Many students frequently have difficulties conveying their ideas in the form of a paragraph or text. Consequently, they encounter challenges when conveying a message to the readers. One of these called dysgraphia, is a condition that can disruption of the writing process due to difficulty in writing. Dysgraphia is a cognitive disease characterized by writing skills that fall within the anticipated standard for an individual age and cognitive capabilities. Besides that, students frequently struggle to express their ideas in writing clearly and coherently. This could be due to a lack of practice or guidance in writing. They also lack self-efficacy in improving their writing skills. Students who use their mother tongue may encounter additional difficulties in developing verbal-linguistic abilities, particularly writing.

One notion related to writing is the concept of writing self-efficacy. It is important in learning a language because it affects learners' motivation, dedication, and performance. Self-efficacy plays a crucial function in the writing process, particularly in overall setting of language acquisition. Understanding in interplay among verbal-linguistic intelligence, self-efficacy, and writing skills within undergraduate students is crucial for enhancing educational practices and facilitating students' academic and personal growth. Therefore, researcher will conduct the study to investigate the relationship between verbal-linguistic intelligence, writing self-efficacy, and writing skills among undergraduate students at Sultan Agung Islamic University Semarang. Additionally, it may create more effective educational programmes to improve writing skills in a variety of contexts and populations. The research gap is in the inadequate

exploration of the interplay between verbal-linguistic intelligence, writing self-efficacy, and writing skills among undergraduate students in the existing literature. Researcher identify the cause of this gap as a lack of focus on the numerous interactions among these variables. Many previous studies often analyze these elements separately or just considers their fundamental pairwise relationships, without exploring their potential relationships. In the lack of a more detailed examination of these variables among undergraduate students that are currently in a critical stage of skill development, the current research is constrained in its capacity to present a comprehensive overview of the interplay between these three factors.

LITERATURE REVIEW

Verbal Linguistic Intelligence

Howard Gardner (1999) formulated the existence of seven various human intelligences that consist of verbally-linguistic, logically-mathematical, musically, bodily-kinaesthetic, spatially, interpersonally, and intrapersonally. Furthermore, he addresses evidence for three new possible intelligences, a naturalistic, spiritually, and existentialism. He explained verbal linguistic intelligence as the ability to comprehend textual and verbal communication, the ability to master numerous languages, as well as the ability to effectively employ language to accomplish purposes. Individuals with high linguistic intelligence has a natural tendency towards acquiring and understanding languages. It enables individuals to acquire proficiency in numerous languages or develop the ability to do well in various areas of intelligence (Oak, 2016). Teaching individuals in verbal-linguistic education is a challenging task. Verbal-Linguistic intelligence has a close connection with language proficiency and its utilization. Individuals who possess great artistic abilities are likely to engage in linguistic, find interest in speaking and writing, and are easily engaged by the auditory qualities, semantic significance, and narrative elements of language. By fostering this intelligence, educators can enhance students' writing skills and overall academic performance, underscoring the importance of integrating verbal-linguistic development into educational curricula. Activities that are engaging, interactive, and challenging can function as a source of motivation for students to improve their linguistic competence, leading to better writing outcomes and greater academic success.

Self-Efficacy

Self-efficacy based on Bandura (1997) relates to an individual’s optimism in their ability to effectively plan and carry out the steps required to deal with upcoming obstacles. Efficacy have an important effect on individuals' cognitive processes, emotional experiences, self-motivation, and behaviours. Individuals construct their life based on their beliefs or their personal sense of efficacy. Individuals' beliefs about their own effectiveness have a wide range of consequence. These beliefs have an impact on the decisions people make, the amount of effort they maintain in their endeavours, their capacity to endure and persevere within the presence of obstacles and failures, their ability to adapt and cope with challenging circumstances, the extent of stress and sadness they encounter when faced with hard situations, and the degree of accomplishment

they attain (Bandura, 1988). efficacy beliefs control four main aspects of human performance. They consist of cognitive, motivational, affective, and selection processes. Cognitive processes involve thinking, while motivational processes involve self-efficacy. Selection processes involve choosing actions and settings, and social influences influence decisionmaking. However, by recognizing those four aspects of self-efficacy, educators can create targeted interventions that bolster students' confidence and competence in writing. This comprehensive approach not only improves writing performance but also fosters a positive and resilient mindset towards academic challenges. There are factors that affecting self-efficacy, including mastery experiences, vicarious experience, verbal persuasion, physiological and affective states, and integration of efficacy information. Furthermore, by prioritising these elements, teachers can establish a conducive learning atmosphere that not only enhances students' writing proficiency but also fosters optimism in their capabilities. This holistic approach is essential for fostering long-term academic success and resilience.

Writing Skills

Hossain (2015) stated that writing is a form of constructive communication that involves expressing thoughts and ideas through written language. It is a complex skill that may appear quite simple at first. Writing serves as an instrument of communication between individuals through written media, which facilitates indirect communication. Another definition comes from Kusumawarti et al., (2020) that writing is the most advanced language skill that correlates with cognitive growth and active involvement in language. Writing serves as the fundamental basis to obtain diverse knowledge obtained through activities such as listening, reading, and speaking activities. Writing allows individuals to express their experiences, sights, feelings, and sounds. There has been a significant advancement recently in the significance of improving writing abilities while teaching foreign languages. Writing requires a distinct cognitive process. It affects various cognitive functions such as concentration, good movement control, retention, processing of visuals, language, and cognitive abilities encompassing both higher and lower order logical thought. The implementation of HOTs, including problem-solving, comparing and contrasting, reasoning, graphic organizers, determining linked principles, generating ideas, rewriting, presenting examples, examining, and interrogating proved to be highly successful in enhancing ESL writing proficiency (Sheikh et al., 2024). Additionally, students may express ideas and obtain information while improving their writing skills through brainstorming, prewriting, and peer work. By recognizing the multifaceted benefits of strong writing skills, educators can prioritize writing instruction and provide students with the tools necessary for success in various aspects of life. In process of writing skill Tompkins and Hoskisson (2005) in Fitria & Monita (2022) mentioned that the phase of the writing production including prewriting, drafting, revising, editing, and publishing. Moreover, each stage is integral to producing high-quality writing and contributes to the overall improvement of writing skills. Educators can enhance students' writing abilities by emphasizing the importance of each stage and providing targeted support throughout the writing process.

RQ1: What is the relationship between students' verbal-linguistic intelligence and their writing skills among undergraduate students?
H0: There is no significant relationship between students' verbal-linguistic intelligence and their writing skills
H1: There is a significant relationship between students' verbal-linguistic intelligence and their writing skills
RQ2: What is the relationship between students' writing self-efficacy and their writing skills among undergraduate students?
H0: There is no significant relationship between students' writing self-efficacy and their writing skills
H1: There is a significant relationship between students' writing self-efficacy and their writing skills
RQ3: What is the relationship between students' verbal-linguistic intelligence, writing self-efficacy, and their writing skills among undergraduate students?
H0: There is no significant relationship between students' verbal-linguistic intelligence, writing self-efficacy, and their writing skills
H1: There is a significant relationship between students' verbal-linguistic intelligence, writing self-efficacy, and their writing skills

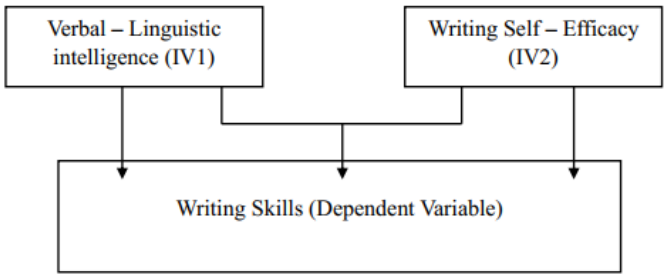


Figure 1. Conceptual Framework

Description:
1. Verbal Linguistic Intelligence (IV1): demonstrating the capacity to effectively employ language.
2. Writing Self-Efficacy (IV2): indicating one's confidence in their written abilities.
3. Writing Skills (DV): representing the ability to produce well-structured and articulated written content.

METHODOLOGY

Respondents

The population of this research consisted of second semester of English education major in Sultan Agung Islamic University Semarang with a total of 86 students. Then, Isaac and Michael formula was employed by the researcher to ascertain the number of samples from the population of this study. Below was the calculation of sample used Isaac and Michael formula:

$$s = \frac{\pi^2.N.P.Q}{d^2(N-1)+\pi^2.P.Q} \qquad s = \frac{82,58}{1,1725}$$

$$s = \frac{3.841.86.0,5.0,5}{0,05^2\,(86-1)+3,841.0,5.0,5} \qquad s = 70,43$$

$$s = \frac{82,58}{0.2125+0.960} \qquad s = 70$$

Instruments

The instrument used to obtain data from verbal linguistic intelligence is a test. This test was adopted from Verbal Comprehension Index (VCI) by Sattler (2008) and developed by the researcher. This test consists of 25 multiple choice questions about antonym, synonym, analogy, and word groups. The second instrument used Writing Self-Efficacy questionnaires adopted by Pajares (2007). This questionnaire consists of 16 questions that have three dimensions; ideation, conventions, and self-regulation. The third instrument used writing skill test in which researcher give a theme's option and then requested the respondents to produce descriptive text individually at least 3 paragraphs.

Procedures

For the data collecting procedures, below is the steps that will be carried out by the researcher:

1. The researcher should determine the population and sample depending on research criteria.
2. The researcher ensure that the instruments has been validated by the subdivision head.
3. The researcher sends a research permit letter through UNY's e-service and validated it by the administrator.
4. After got a research permit letter, researcher asked permission to conduct research to the respondents chosen based on the criteria at Sultan Agung Islamic University Semarang.
5. Researcher should well-prepared of instruments that consist of verbal linguistic intelligence test, writing self-efficacy questionnaire, and writing skills test.
6. Researcher will be started to conduct the verbal-linguistic intelligence test, writing self-efficacy questionnaire, and writing skills test with the respondents by face-to-face in classroom.
7. Researcher will be collected the data after the respondents conducted the test and already filled out the questionnaire.
8. For the last step, researcher measure the data collected, then analyze them to gain information, and explain the data to address the conceptualization of the issue.

Data Analysis

Analysis regression linear and path analysis will be carried out in this research to compare the variables. However, some assumptions or requirements must be met to carry out a t-test, involving normality of distribution and variance homogeneity. To make the analysis systematically, researcher will conduct the analysis through some steps including: 1) Normality test, 2) Linearity test, 3) Multicollinearity test, 4) Heteroscedasticity test, 5) Testing of hypothesis.

RESEARCH RESULT

Relationship Between Verbal Linguistic Intelligence (X1) and Writing Skills (Y)

Table 1. Simple Linear Regression Test of X1 to Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1454.331	1	1454.331	9.369	.003[b]
	Residual	10555.955	68	155.235		
	Total	12010.286	69			

a. Dependent Variable: Writing Skills

b. Predictors: (Constant), Verbal Linguistic Intelligence

As a result of the data on the table, it can be determined that the F value that was calculated is 9,369. These results demonstrate that the independent variables significantly influence the dependent variables in the tested regression model. Then, the significance level is 0.003, which is less than 0.05. This indicates that the regression model can be employed to forecast the involvement variable. To put it another way, a relationship exists between the measure of verbal linguistic intelligence (X1) and the writing skills (Y). To determine the percentage or degree of strength of the data obtained from the simple linear regression analysis mentioned before, the findings are explained as follows:

Table 2. Percentage of Simple Linear Regression of X1 to Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.348[a]	.121	.108	12.459

a. Predictors: (Constant), Verbal Linguistic Intelligence

The table above explained the strength of the correlation/relationship value (R) is 0.348. The R value ranges from -1 to 1, then it indicated a positive relationship between the independent variable of X1 (verbal linguistic intelligence) and the dependent variable of Y (writing skills). From the output, the determination coefficient (R Square) is 0.121 indicating that the relationship between the independent variable (verbal linguistic intelligence) and the dependent variable (writing skills) was 12,1%.

Relationship Between Writing Self-Efficacy (X2) and Writing Skills (Y)

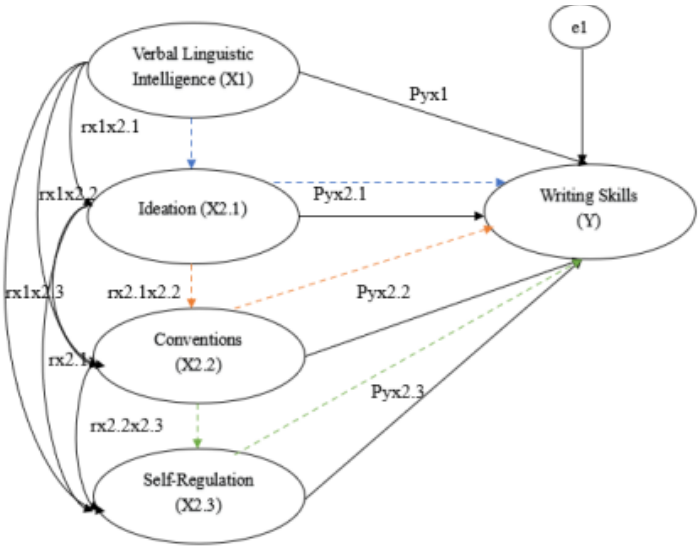
Table 3. Statistical Analysis of X2 to Y

No	Variable / Equation	Constant Value	Regression Coefficient	Sig. Level	R Value	R Square (Percentage)
1	Equation Result of X2 (Ideation) to Y	55,184	0,606	0,388	0,105	0,011 / 1,1%
2	Equation Result of X2 (Conventions) to Y	50,672	0,935	0,090	0,204	0,043 / 4,3%
3	Equation Result of X2 (Self-Regulation) to Y	69,286	-0,368	0,549	0,073	0,005 / 0,5%
4	Equation Result of X2 (Ideation and Conventions) to Y	50,600	0,94	0,240	0,204	0,042 / 4,2%
5	Equation Result of X2 (Conventions and Self-Regulation) to Y	59,643	0,365	0,101	0,257	0,066 / 6,6%
6	Equation Result of X2 (Ideation and Self-Regulation) to Y	61,172	0,241	0,354	0,175	0,030 / 3%
7	Equation Result of X2 (Ideation, Conventions, and Self-Regulation) to Y	57,224	0,545	0,185	0,265	0,070 / 7%

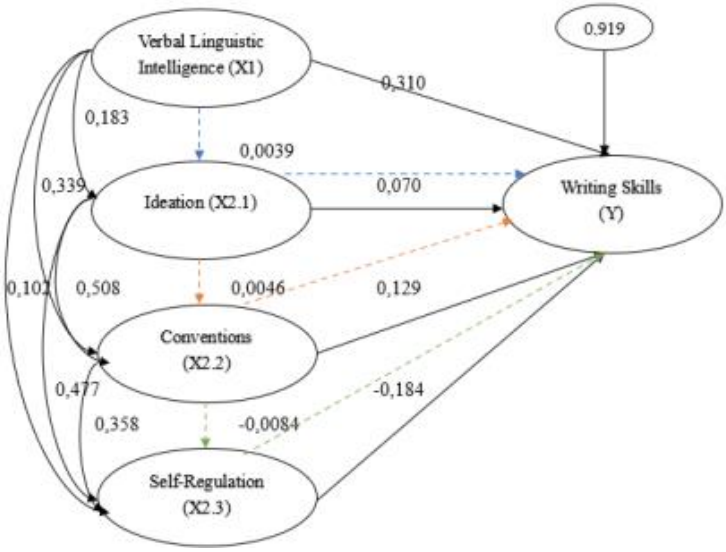
From the table, it can be concluded that several dimensions of writing self-efficacy have no relationship to the dependent variable (writing skills). To determine the relationship between the dimensions of writing self-efficacy and the dependent variable, we can analyze the sig. and R-Square values. These values indicate the strength of the relationship between each dimension of writing self-efficacy and the dependent variable (writing skills). The result of equation no 1 until 7 showed that there is no relationship between dimensions of writing self-efficacy to the writing skills. Because the result of equation no 1 (ideation to Y) has a sig. value of 0,388> 0,05 indicated there is no relationship with a strength only 1,1%. Second, the result of equation no 2 (conventions to Y) has a sig. value of 0,090 > 0,05 indicated there is no relationship with a strength of 4,3%. Third, the result of equation no 3 (selfregulation to Y) has a sig. value of 0,549 > 0,05 indicated there is no relationship with a strength only 0,5%. Fourth, the result of equation no 4 (ideation and conventions to Y) has a sig. value of 0,240 > 0,05 indicated there is no relationship with a strength of 4,2%. Fifth, the result of equation no 5 (conventions and self-regulation to Y) has a sig. value of 0,101 > 0,05 indicated there is no relationship with a strength of 6,6%. Sixth, the result of equation no 6 (ideation and self-regulation to Y) has a sig. value of 0,354 > 0,05 indicated there is no relationship with a strength of 3%. Seventh, the result of

equation no 7 (ideation, conventions, and self-regulation to Y) has a sig. value of 0,185 > 0,05 indicated there is no relationship with a strength of 7%. Among the seventh-equation model, the result of equation no 7 (ideation, conventions, and self-regulation to Y) have the most efficient relationship to the dependent variable because it has a highest level of relationship of 7%. However, its contribution remains relatively minor, and this relationship has no statistical significance. Therefore, it means that there might exist other variables that are more significant to incorporate into the model in order to explain the variability in Y.

Relationship Between Verbal Linguistic Intelligence (X1), Writing Self-Efficacy (X2) and Writing Skills (Y)



Picture 1. Influence Model Structure of Verbal Linguistic Intelligence and Dimensions of Writing Self-Efficacy (Ideation, Conventions, Self-Regulation) to Writing Skills



Picture 2. Result of Influence Model Structure of Verbal Linguistic Intelligence and Dimensions of Writing Self-Efficacy (Ideation, Conventions, Self-Regulation) to Writing Skills

Tabel 4. Result of Path Analysis of Research Model

Variable	Coeff. Regression (B)	Direct Influence (B^2)	Indirect Influence				Total Indirect Influence	Total Influence
			X1	X2.1	X2.2	X2.3		
X1	0,310	0,096		0,0039	0,013	0,0058	0,0227	0,1187
X2.1	0,070	0,0049	0,0039		0,0046	0,0061	0,0146	0,0195
X2.2	0,129	0,016	0,013	0,0046		-0,0084	0,0092	0,0252
X2.3	-0,184	0,033	0,0058	0,0061	-0,0084		0,0035	0,0365
TOTAL INFLUENCE								0,1999

The interpretation of those pictures and table, pointed out for the results of examination for many components. Specifically, it focuses on the direct influence and indirect influence of variables X1, X2.1, X2.2, and X2.3 on the dependent variable writing skills (Y). The result of direct influence in independent variable of verbal linguistic intelligence (X1) to dependent variable of writing skills (Y) calculated by B^2 is 0,096 / 9,6%. Second, the result of direct influence in independent variable of writing self-efficacy in ideation dimension (X2.1) to dependent variable of writing skills (Y) calculated by B^2 is 0,0049 / 0,49%. Third, the result of direct influence in independent variable of writing self-efficacy in conventions dimension (X2.2) to dependent variable of writing skills (Y) calculated by B^2 is 0,016 / 1,6%. Fourth, the result of direct influence in independent variable of writing self-efficacy in self-regulation dimension (X2.3) to dependent variable of writing skills (Y) calculated by B^2 is 0,033 / 3,3%. Based on the calculation of direct influence, the independent variable of verbal-linguistic intelligence (X1) has the highest level of influence compared to the other independent variables. The variable of writing selfefficacy in the self-regulation dimension (X2.3) has a higher influence than other independent variables. The variable of writing self-efficacy in the conventions dimension (X2.2) has a low influence, whereas the variable of writing self-efficacy in the ideation dimension (X2.1) has the lowest influence.

DISCUSSION

In this chapter, we discussed about the findings of correlational research on the relationships among three variables; verbal-linguistic intelligence, writing selfefficacy in 3 dimension (ideation, conventions, self-regulation) and writing skills. Statistical analysis revealed that the result of simple linear regression indicated a significant value of 0,003 which showed a statistically significant relationship between verbal-linguistic intelligence (X1) and writing skills (Y). This research implies that those with higher levels of verbal-linguistic intelligence possess better writing skills. The second statistical analysis revealed the result of simple linear regression of relationship between writing self-efficacy (X2) which have several dimensions (ideation, conventions, and self-regulation) and writing skills (Y). The result of equation of the data showed that there is no relationship between dimensions of writing self-efficacy to the writing skills because the sig. level above the standard level of 0,05. But, among the seventh-equation model showed, the result of equation no 7 (ideation, conventions, and self-regulation to Y) have the most efficient relationship to the dependent variable because it has a highest level of relationship of 7%. However, its contribution remains relatively minor, and this relationship has no statistical significance. The last hypothesis test found that the Path analysis test indicate a direct influence and indirect influence between the independent variable and dependent variable. Based on the calculation of direct influence, the independent variable of verbal-linguistic intelligence (X1) has the highest level of influence compared to the other independent variables.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

According to the result that have been discussed above, a correlation study was conducted using SPSS 25, which indicated an equation model that have a significant relationship of students' verbal-linguistic intelligence (X1) to writing skills (Y) through a strength of 12%. This model effectively highlights the relationship between independent and dependent factors that substantially impact changes in Y. Also, the significance value was found to be 0.003, which is less than 0.05. Therefore, the hypothesis concerning the presence of a relationship between the two previously indicated variables was deemed acceptable. Second, the analysis of correlational revealed there was no significant relationship between students' writing self-efficacy (X2), encompassing dimensions such as ideation, conventions, and self-regulation, to their writing skills (Y), because all the equation model showed that the significant value more than the threshold of 0,05. Meanwhile, among the seventh-equation model, the result of equation no 7 (ideation, conventions, and self-regulation to Y) have the most efficient relationship to the dependent variable because it has a highest level of relationship of 7%. However, its contribution remains relatively minor, and this relationship has no statistical significance. It was concluded that there is no correlation between these two variables, which resulted to the rejected of the alternative hypothesis. Third, the study of correlation demonstrated that the Path analysis test reveals a direct and indirect influence between the independent variable and dependent variable. Verbal-linguistic intelligence (X1) has the

highest level of influence, while writing self-efficacy in self-regulation and ideation dimensions have the lowest influence. The indirect influence is highest through conventions and ideation, with conventions having the lowest influence. However, writing self-efficacy could be lack as a key determinant influencing writing skills, indicating that researchers and educators need to explore other factors influencing writing abilities, such as cognitive abilities, instructional methods, motivation, and other intelligences or skills.

Recommendations

The recommendation of this research for undergarduate students might be beneficial in a variety ways. 1) Educational programs should prioritize the enhancement of language abilities by include exercises that promote creative and analytical language use. 2) Students must be afforded the chance to develop self-efficacy in writing through activities that promote autonomy and reflection, including planning, structuring ideas, and self-evaluation. 3) Considering the evidence that each factor of writing self-efficacy (ideation, conventions, and self-regulation) enhances writing skills through indirect paths, the curriculum must be structured to foster skill development in these three domains proportionately.

ADVANCED RESEARCH

After carried out the research, the researcher expected that this research will be beneficial for students, educators, and future researchers. 1) In future research, it may be possible to investigate the contributions to these specific aspects of verbal-linguistic intelligence, such as phonological awareness, syntactic understanding, and semantic processing, contribute to the ability to write properly. 2) Future investigations may explore the impact of additional dimensions of writing self-efficacy, including trust in particular writing assignments and overall belief in writing abilities. 3) Future research may conduct investigations into how certain components of verbal-linguistic intelligence interact with writing self-efficacy in influencing writing skills.

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