

Verbal Aptitude Effect on The Inferential Skill in Reading of The Senior High School Age

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Article Info

Article history

Submission Date: 12 January 2024
Acceptance Date: 26 March 2024

Keywords:

Verbal Aptitude, Inferential Skill,
Reading

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Abstract

As verbal aptitude is viewed as linguistic academic potency, this study aimed to investigate the correlation between students' verbal aptitude and inferential skill in reading as well as to analyze the possibility for low verbal aptitude students to achieve high score in inferential skill test and identify the factors that influence students' inferential skill in foreign language learning at senior high school age. A mixed study with sequential explanatory design in which Pearson Product Moment Correlation and interview were conducted in this study. The data were gathered from documentation, test, and interview of the selected sample using purposive and random sampling technique. The result revealed that the r_{XY} is .651 and r_{table} at a significant level of 5% is .234, which means that $r_{XY} \geq r_{table}$ with significant correlation 7.21 higher than r_{table} (1.99495). As a result, there is a strong significant correlation between students' verbal aptitude and inferential skill in reading. Furthermore, the study also showed that students with low verbal aptitude (11%) can achieve high score in inferential skill but not as high as high verbal aptitude students' scores. The factors that influence students' inferential skills are age, motivation and interest, background knowledge, topics' interest, working memory, language skills, personality, learning styles, and extended English course.

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INTRODUCTION

In foreign language learning, there are many factors which might influence students' performance. One of the significant factors named verbal aptitude. According to Maisyarah (2016), verbal aptitude is an ability that enables people to

speak and write in language effectively. This aptitude makes people possible to acquire a language efficiently including the ability to choose appropriate words based on the context, arranging the words into a good sentence with a good grammar and spelling, so that they can put their ideas in words well. This aptitude may vary in rates from one person to another that influence how they overcome the problems involving any concepts and ideas in words.

In addition, Gardner (in Hemmati & Sadeghi, 2015) stated that verbal aptitude cause a person to be more sensitive to any spoken or written language so that they achieve the goal of using the language. This implies that due to the effectiveness of using the language in both spoken and written, students with high verbal aptitude will be more easily to be more communicative in that language. It is because the verbal aptitude will help students in recognizing the words, patterns, and grammar of the language which will be reflected in the way the communicate and respond to anything both in written and spoken language.

In relation to that, among the four skills in learning English as a foreign language, reading becomes the most difficult skill. Most of the senior high school students find it quite hard to comprehend a text which can be seen from their low achievement in reading skill. Jongejan, et al. (2007) mentioned that having better vocabularies, greater working memory capacity and superior verbal reasoning skills can help a person to be high skill readers. In accordance with that, the ability of making inference also plays a role in reading comprehension. Cain, et. al cited in (Srisang, 2017) mentioned that inferential skill is the ability to understand the written text by looking out the implicit meaning from the literal message. It implies that inferential skill demands the students to have high order thinking skill to analyze, evaluate the text so that they can make an inference. This problem is closely related to the students' verbal aptitude in which the students who have high verbal aptitude will be more easily in inferring the relationship among words and sentences. This is in line with the statement from Mujiono, et al. (2019) who stated that students with high verbal abilities tend to achieve better results. Therefore, having students' verbal aptitude data could literally assist foreign language teachers to get a deeper understanding about what are the problems that both students and teachers may deal with as well as adjusting the teaching and learning process with the data.

Some related studies were conducted to investigate about the correlation between having high verbal aptitude with students' achievement in foreign language

learning. Maisyarah (2016) stated that there is no significant correlation between students verbal aptitude and reading achievement. This study was limited during its implementation due to the needs of standardized test to measure students' verbal aptitude. Meanwhile, some other studies successfully revealed the significant correlation between verbal aptitude and reading comprehension (Schroeder, 2011; Trassi et al., 2019; Gumindari, et al., 2023). On the other hand, Ratnasari (2016) also conducted similar study on verbal aptitude but at the age of elementary school. In her study, Ratnasari found that students with high verbal aptitude tended to have better achievement in learning English rather than those with low verbal aptitude. Yet this study did not specifically conducted to measure the effects of verbal aptitude towards specific skills in learning English as foreign language. A year later, Abiodun and Folaranmi (2007) did a quasi-experimental reserch by conducting standardized test. They elucidated that verbal aptitude has significant effect on students' writing skill in English especially in essay writing. Their study also mentioned that gender also took a part on students' achievement. Similarly, (Mulyaningsih et al., 2012; Solehah, 2017) mentioned verbal ability is significantly affected students' writing ability.

Those studies deal with students' verbal aptitude and used quantitative method like quasi experimental and correlation with test, interview and documentation as the techniques of collecting data. Besides, most of them have shown that the verbal aptitude has contribution on students' achievement in language learning especially for certain skills like reading and writing. However, there is no study which has investigated the correlation between the verbal aptitude and more specific subskills in reading like inferential skill at specific level of age school range which is also necessary to know by the teachers. Therefore, this study focuses on the correlation between students' verbal aptitude and inferential skill in reading as well as investigating the possibility of low verbal aptitude students to have a good inferential skill and what are the factors that influence students' inferential skill.

Verbal Aptitude

According to Onuoha, et al. (2022), verbal aptitude refers to the ability to speak and write properly. Onuoha et al. also added that this aptitude can also be used as a benchmark of a person's intelligence. Abiodun & Folaranmi (2007), verbal aptitude can show students' linguistic capability level. Likewise, Andrew et al. (2005) stated that a person with this aptitude will be able to deliver their ideas to words, both oral and written. There are some characteristics of people with a high verbal aptitude

according to *International Montessori Schools and Child Development Centre* such as 1) addicted to read, write, talk and listen; 2) good capability in spelling patterns and using grammar; 3) good at reasoning; 4) able to explain abstract content clearly; 5) learn foreign language easily and enjoy it.

This aptitude could be detected by the implementation of verbal reasoning test. It consists of synonym, antonym, analogy, and the understanding of words. It is one kind of differential aptitude test which is conducted to measure students' ability in inferring the relationship between the first pair of words and applying the relationship to the second pair of words. The ability in making inferences on verbal reasoning test will help people to interpret written and spoken instructions. Hence, the result of this test is usually used to predict the students' academic achievement in general.

Inferential Skill in Reading Comprehension

Inferential skill is the ability to understand the written text by looking out the implicit meaning from the literal message (Cain & Oakhill and Snow) as cited in (Srisang, 2017). Inferential skill is also the skill of making conclusions by looking at particular vocabulary. Some vocabularies may emerge the clues for the readers to use. The readers have to link any clues that they find from the texts to reach the fully integrated deeper and coherent representation of text.

Inferential skill is identified as inductive reasoning in which the readers are going to make predictions based on their existing knowledge by looking at some characteristics of text including the use of particular vocabulary. Srisang (2017) stated that the improvement of inference quantity and quality will be better when children grow older. It implies if a reader cannot make inference, he or she will not comprehend the text critically because making inference is a kind of critical thinking where the process of finding, getting, evaluating, analyzing, synthesizing and conceptualizing the information to be the guidance in developing our thoughts (Yildirim, 2012). Besides, there are also some factors that influence students' inferential skill like background of knowledge, working memory, readers' interest and goals while reading a text and the language skills of the reader.

Furthermore, Srisang (2017) also classified inferential skill into two types in which the first type refers to how a person can get the meaning of the text by integrating the main information from the text such as text-connecting, coherence, or necessary inference, while the other one is getting the implicit meaning of the text by

understanding the explicit meaning in the text and using their existing knowledge like gap-filling, elaborative and global inferences.

Inferential Skill in Verbal Reasoning Test

Verbal reasoning is used as a basic knowledge to improve four language skills like reading, writing, speaking and listening (Burton et al., 2009). Setiawati & Izzaty (2019) also mentioned that verbal reasoning helps people to solve a problem by integrating their prior knowledge with the upcoming information to classify the information, determine alternatives and decisions. Verbal reasoning test is used as a method of measuring students' verbal aptitude beside getting the data to know students' ability to infer the relationship among words by using analogies. Gentner (1998) said that analogies is a kind of similarity which uses the relation among two different objects and emerge the more critical comprehension. In here, the background knowledge and language skills are also used in analogies which is similar to inferences in which the readers should transfer their knowledge and inferences across different concepts and situations. If the readers do not have sufficient knowledge about the objects that are used to make an analogy, there must be misunderstanding, and they will find it hard to find the correlation that is implicitly stated in the text in order to make further inferences. Thus, verbal reasoning test has close relationship with inferential skill in reading in terms of finding the relationship of two objects that are being compared based on their similarity.

Factors Influencing Inferential Skill in Reading

Inferential skill is not only developed by ages, but also can be improved due to some factors like background knowledge, working memory, language skills, age, gender, aptitude, learning styles, motivation and interest as well as personality. Inferential skill has close relationship with students' background knowledge because misunderstanding will emerge if students do not have enough knowledge related to the topic of the text. This is aligned with the statement from Bayat & Cetinkaya (2020) which mentioned that background knowledge is used to construct a meaning during the interpreting process of explicit information to access the implicit information.

Besides, working memory is also a factor that influences inferential skill because it helps the reader to keep the information while processing the new information so that they can integrate that information. Moreover, Dorcheh & Adams (2014) stated that reading comprehension is a complex cognitive function which involves working memory and individual learner capacities.

Likewise, language skill plays important role in determining students' inferential skill because it includes the number of vocabularies, students' recognition towards the patterns and grammar of the language in which those things help them to have higher level of comprehension skills. Cain as cited in (Srisang, 2017) stated that if readers do not have enough explicit understanding of the text, their comprehension would not be complete and inferences could not be drawn. This language skill may be developed during teaching and learning process at formal school or students can get an extended English course.

In terms of age, some people might assume that the younger you are, the easier it is for you to acquire new things like learning a foreign language. This is in line with the statement from Harmer cited in Ghania (2013) which mentioned that brain plasticity may become the reasons for the previous assumption about children capacity in acquiring a language than adults. Scientifically, as young learners' brains have not developed completely yet, they will be more easily to absorb any new information as well as memorizing it rather than adults' brain which has undergone the reducidity of brain plasticity. Furthermore, Robert Bley-Vroman in Cooper (2014) added that the process of learning a language during those ages also takes a part besides the brain plasticity.

Moreover, sex difference also plays a part in foreign language learning. Ghania (2013: 12) stated that females tend to have higher verbal ability compared to the males who are good at scientific field. Females are also better at implicature comprehension which causes them to perform outstanding in language learning to men (Arifuddin, 2014). This statement implies that gender has a role in causing students to have inferential skill by the ability of finding the implicit meaning.

Likewise, aptitude takes control during the language learning process. Bingham in Dolke (2015) said that aptitude is not only a product of innate, but it is developed as we grow up influenced by the environment and experiences. A person's aptitude may vary from one to another. Thorndike and Hagen in Dolke (2015) stated that every person has their own portion of an aptitude. A certain aptitude such as verbal aptitude can support students to have a good inferential skill in foreign language learning without much effort.

Besides, learning styles chosen by students may affect their performance in language learning process. Learning styles has significant correlation with students' achievement in reading comprehension (Karmila, 2018; Hazriviena, 2023) . Generally,

Gunawan (2012) classified learning styles into three types which are visual, auditory and kinesthetic. Visual learners refer to those who love to learn something by using visual aids such as videos, pictures, etc. Meanwhile, auditory learners are those who likely receive information by listening and the last is kinesthetic where students are being active and involve more physical movement during the learning process. Teachers should have data about students' learning styles so that they can accommodate their students' language learning process with a positive learning environment to meet the learning goals.

Another important thing is motivation which is one of the most important factors in second language acquisition (Khasinah, 2014). Students' various motivations in foreign language learning are closely related with a goal of doing something during the teaching and learning process. Purnawati et al. (2021) stated that students' motivation has significant effect to their reading comprehension. Moreover, Gardner and Lambert in Khasinah (2014) divided motivation into two kinds of motivation named as integrative (i.e. a motivation that appears due to the interest in the people and culture of a target language) and instrumental motivation (i.e. getting appropriate job, entering university are becoming the goal of learning the foreign language). As the clearer the students' motivations are, the more cognitive processes and strategies are involved during their language learning especially in having a good inferential skill in reading.

Similarly, Mangal (2007) cited in Saswandi (2014) stated that interest is the central force that drives the whole machinery of the teaching learning process. Especially in reading, there are two types of interest which are topic interest and text-based interest (Srisang, 2017). Topic interest is related to the topic like science, arts, fashions, and so on which the readers prefer to read. This also refers to the readers' background of knowledge in which the more familiar the topic, the easier will be for the reader to make an inference from their reading. Meanwhile, text-based interest refers to the features of the text itself like the generic structure, language features, and so forth.

The last factor is personality which is a set of individual's characteristics that cannot be measured and defined due to its complicated nature (Khasinah, 2014). There are some important personality factors such as introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy. Teachers' good knowledge of

students' personality will help them in providing and facilitating the students with appropriate treatments and accurate atmosphere for learning.

METHOD

Research Design

This study is a mixed research design method which also adopted a sequential explanatory design which means the quantitative data were collected and analyzed at the first time and qualitative data were analyzed to strengthen the first findings on the quantitative analysis as shown in figure 1 below. The quantitative method was used to get the correlation between verbal aptitude and inferential skill in reading and to get the percentage of students with low verbal aptitude that have good achievement in reading. Meanwhile, the qualitative method was applied to clarify what are the factors that influence students' achievement in inferential skill.

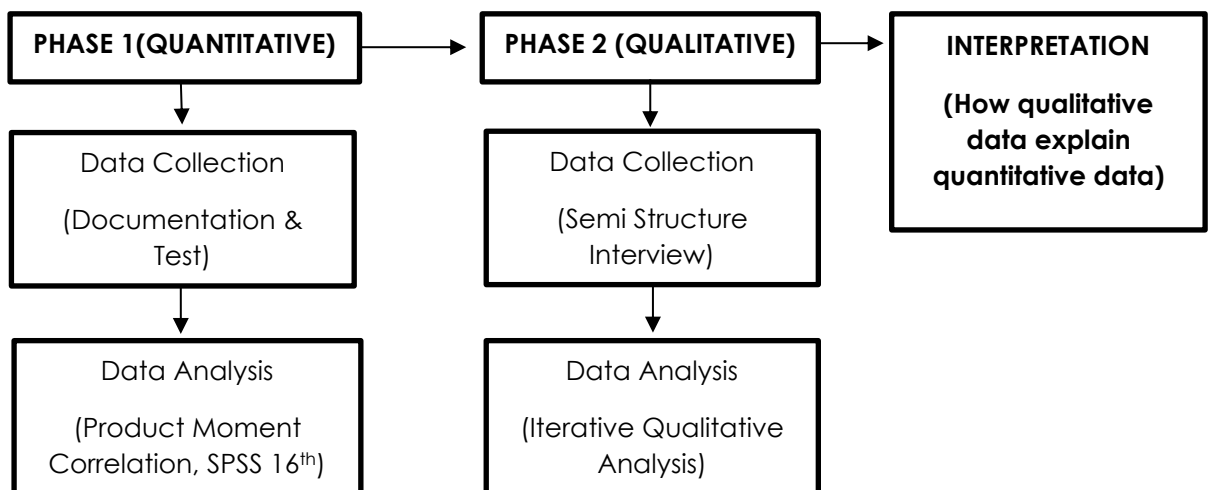


Figure 1. Sequential Explanatory Mixed Method Design

Research Site and Participants

This study was taken at SMAN 3 Mataram, Lombok, West Nusa Tenggara. This senior high school was chosen because they hold a psychological test annually as a placement test for tenth-grade students. Specifically, this study engaged 71 tenth graders which was randomized with a purposive sampling method in which the students were qualified in terms of having good achievement in English rather than the other students as well as the score distribution of students with low, middle, and high verbal aptitude.

Data Collection and Analysis

The data were gathered from the documentation of psychological tests especially students' verbal reasoning test results which was held and administered by a certified educational psychologist in February 2018 to know students' verbal aptitude. The second instrument is the reading test for assessing students' inferential skills which consisted of already standardized fifty multiple-choice items by applying Point Biserial Correlation for the test validity and KR-20 to measure the reliability of test (Arikunto, 2010).

A semi-structured interview with note-taking was also conducted to all students with different level of verbal aptitude and inferential skill test achievement in order to investigate the factors that influence students' inferential skill in reading.

In terms of data analysis, Pearson Product Moment Correlation was used through SPSS 16.0 and the qualitative data of interview were analyzed by using iterative qualitative analysis (Yin, 2011) which are compiling data, disassembling procedure, reassembling, interpreting and concluding.

RESULT AND DISCUSSION

The Data Description of Students' Verbal Aptitude and Inferential Skill in Reading

Before testing the hypothesis, the descriptive statistics analysis results are firstly presented to show the students' performance in both variables, verbal aptitude, and inferential skills. Then the quantitative data are strengthened by the descriptive qualitative data obtained from the depth interview. The percentage of students' verbal aptitude scores which had been transformed into percentile points based on the documentation of psychological tests in February 2018 is presented in Table 1. In general, their performance in verbal aptitude test is low in which 48 of 71 students or 68% in the low category, 18% in middle, and 14% in high category.

Table 1. Percentage and Category of Students' Verbal Aptitude

Percentile Point	The Number of Students	%	Category
75 – 99	10	14%	High
50 – 74	13	18%	Medium
1 – 49	48	68%	Low
Total	71	100%	

This revealed that most of the tenth-grade students of senior high school have low performance in verbal aptitude. There are some factors that might become the reasons of the students' verbal aptitude test results such as inappropriate time of having the test. The test was held in the afternoon which made students could not

concentrate well and also get exhausted while answering the verbal reasoning test. Besides, it is also important to take into concern the condition of the place where the test was taken. The class seemed not comfortable to support a good result like hot weather, too noisy, and any other disruptions such as the difficulty in understanding the test instruction. Furthermore, it is necessary to look at how the students' age can influence students' inferential skill in reading (Table 2). Table 2 shows the fourteen-fifteen-year-olds had a higher mean score of 63 than the other age groups which fell into low categories.

Table 2. Verbal Aptitude Scores Based on the Students' Age

Age	Students' Frequency	Verbal Aptitude Score	
		Mean Score	Classification
17 – 18	32	30	Low
16 – 17	35	28	Low
15 – 16	30	46	Low
14 – 15	3	63	Medium

Meanwhile, the males achieved little bit better results on verbal aptitude rather than females with mean score 41 but in the same classification as females in low verbal aptitude as Table 3 shows below.

Table 3. Verbal Aptitude Scores on the Students' Gender Perspective

Gender	Students' Frequency	Verbal Aptitude Score	
		Mean Score	Classification
Female	44	35	Low
Male	27	41	Low

On the other hand, in terms of students' inferential skill, Table 4 showed that the students' inferential skill is in between very low and low with the average 56.92, in which the number of students who got under this average score is higher than the students who achieved above the mean score. It can be seen by the percentage of each classification which was not too far from the data description of verbal aptitude, in which for the very low is 31% or 22 students, low is 13% or 9 students, the middle is 23% or 16 students, high is 10% or 7 students, and very high is 23% or 17 students. This implies that students' inferential skills should be improved because they were still in the very low and low classification.

Table 4. The Percentage of Students' Inferential Skill Test Scores

Range Score	Classification	Students' Frequency	%
80 - 100	Very High	17	23%
70 – 79	High	7	10%
56 – 69	Medium	16	23%
46 – 55	Low	9	13%
0 – 45	Very Low	22	31%
		71	100%

Moreover, in terms of age, the research findings were similar to the verbal aptitude, in which the youngest age of the tenth graders 14-15 years old got higher achievement in the inferential skill test with the mean score 72, classified as a high inferential skill among the other age's mean scores as showed in Table 5 below.

Table 5. Inferential Skills' Ability of the Students Based on Age

Age	Students' Frequency	Inferential Skill Score	
		Mean Score	Classification
17 - 18	32	57	Medium
16 - 17	35	55	Low
15 - 16	30	63	Medium
14 - 15	3	72	High

While according to the gender of the sample, almost there is no different score between male and female students. The mean score of the female group is 58 and 59 for the male groups with medium classification presented in Table 6.

Table 6. The Students' Inferential Skill Scores Based on Gender

Gender	The Number of Students	Inferential Score	
		Mean Score	Classification
Female	44	58	Medium
Male	27	59	Medium

Data Analysis of Correlation Between Students' Verbal Aptitude and Inferential Skill in Reading

The finding also shows that there is a strong significant correlation between verbal aptitude and inferential skill in reading since the correlation coefficient value (r_{XY}) is higher than the r_{table} value that is $.651 \geq .234$ as in Table 7, which has been tested at the level of significance .05. It can be concluded that there is a significant correlation between verbal aptitude and inferential skill in reading comprehension since the alternative hypothesis (H_a) is accepted.

Table 7. Hypothesis Analysis Result with Pearson Product Moment

		Verbal Aptitude	Inferential Skills
Verbal Aptitude	Pearson Correlation	1	.651
	Sig. (2-tailed)	.71	.71
	N		
Inferential Skills	Pearson Correlation	.651	.000
	Sig. (2-tailed)	.71	
	N		

In addition, the calculation of the determination coefficient was applied in order to know the contribution of the independent variable (X), students' verbal aptitude towards the dependent variable (Y) inferential skill in reading as follows.

$$\begin{aligned}
 \mathbf{R} &= r^2 \times 100 \% \\
 &= 0.651 \times 100\% \\
 &= 0.423801 \times 100\% \\
 &= 42.38 \%
 \end{aligned}$$

The result shows that the verbal aptitude contributed 42.38% to the inferential skills of the senior high school students. And, the rests (57,61%) are influenced by the other variables like the factors that influence students' inferential skill in reading. Moreover, the calculation of t_{count} is higher than the t_{table} that is $7.21 \geq 1.99495$ at the level significance .05 which means that it has a significant correlation.

$$\begin{aligned}
 t_{count} &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.651 \sqrt{71-2}}{\sqrt{1-(0.651)^2}} \\
 &= \frac{0.651 \sqrt{69}}{\sqrt{1-0.424}} \\
 &= \frac{0.651 \times 8.31}{\sqrt{0.576}} \\
 &= \frac{5.41}{0.75} \\
 &= 7.21
 \end{aligned}$$

Therefore, students who have good verbal aptitude are always good at inferential skill in reading which is supported by the statement of Gardner (in Hemmati & Sadeghi, 2015) stated that a person with good verbal aptitude will be more easily in overcoming the problems in both spoken and written language.

The Analysis of The Level of Students' Verbal Aptitude in Correlation with Students' Achievement in Inferential Skill Test

This study also tried to reveal the possibility of low verbal aptitude students to achieve high scores in inferential skill test, medium verbal aptitude could gain low achievement in reading test of inferential skill test, and so forth. Specifically, the focus of this study is to discover the percentage of students who have low verbal aptitude but could reach high achievement in inferential skill test which is more than they should be as can be seen in Table 8.

Table 8. The Linearity of Verbal Aptitude and Inferential Skill Correlation

Classification		Number of Students	%
Verbal Aptitude	Inferential Skill		
Low	Medium	9	13%
Low	High/Very High	8	11%

Medium	Low/Very Low	1	1%
Medium	High/Very High	7	10%
High	Low/Very Low	1	1%
High	Medium	2	3%
Normal	Linear	43	61%
Total		71	100%

However, in Table 8, two deviated classifications indicated that they are contrast different from the linearity between verbal aptitude and inferential skills. First is low to medium classification 13%, low to high or very high 11%, and medium to high or very high 10%. These empirical data indicated that verbal aptitude does not influence the inferential skills in reading comprehension for some students which is in line with the previous data analysis of correlation in which verbal aptitude only contributes 42.38% while the other factors (57,61%) help students to perform better in inferential skill test. This proved that those with low verbal aptitude are possible to achieve high scores in inferential skills which are influenced by other factors, but it is not as maximal as students with high verbal aptitude can get in inferential skill tests.

The Factors that Influence Students' Inferential Skill Test Result

In addition, based on the interview results, it was found that there are some factors that influence students' inferential skill in reading such as their age, gender, interests, motivation, language skills, background or prior knowledge, working memory, topics, reading exercises, and an extended English courses outside the classroom. Most of the students acknowledged that their interest in learning English has the highest influence in helping them to achieve a good motivation to study. Moreover, some students also explained that they learn English because they like the people and the culture of the language itself which is classified as integrative motivation by Gardner and Lambert (in Khasinah, 2014), while the rest said that they learn English because they want to achieve their best performance in the class and get a scholarship to study abroad as the statement by our two respondents with initial name below.

"I learn English because I like to see the way English people speak, their accent especially the British one, and finally I found myself is interested in learning English so I can do what I have admired for a long time from them and I am sure that English will be very useful for my future." (SS)

"I learn English because I want to get good achievement in class and also scholarship." (RBP)

The difference in students' interest and motivation had emerged the difference in their attitudes and responses when the test was administered. Therefore, the higher

students' interest and motivation in learning English will be reflected in their achievement in the inferential skill test which is in line with Purnawati et al. (2021).

Furthermore, the students also could not neglect that the lack of English skill caused the test seemed very difficult to be understood. They also explained that there were some unfamiliar vocabularies appeared in the reading test of inferential skill in which some of those words' meaning could be predicted by looking at the context while the rest were not easy to guess. The difficulty in recognizing some sentences patterns and grammar was also being the factor that influence the students' inferential skill scores.

"It was difficult because I did not know the meaning of some words." (MADA)

"I took an effort to understand the meaning of those new words at first, and then I was trying to get its meaning by understanding the previous sentence and the next sentence." (ADC)

In fact, the difference on their scores was totally relied on their reading habit and the exposure of that kind of reading text which needed more critical thinking to infer a text. This implies for those who join an English course, they might not get it as hard as the students who do not have a private English course. Therefore, besides having high interest and motivation, the students' inferential skill scores were also the reflection of to what extend they expose the reading text and how good their English skill as the language skill has contribution in determining students' achievement in inferential skill.

In relation to that, the lack of English reading text exposure caused the students did not feel excited to read the long text and they become lazier as well as being tired to read the whole text which ended up with guessing the most appropriate answer for certain numbers.

"I did not do anything. I become very lazy at that time after finding the long passages." (BR)

Similarly, they also found some unfamiliar topics as they did not have any related background knowledge about those things. Thus, it implies the minimum their knowledge and exposure of a certain text could limit the inferential skill.

Another factors that could influence students' inferential skill are personality and learning styles. Students with good personality seemed to not giving up easily when they deal with challenges, not being nervous and also being confident with their ability which could be seen from their inferential skill achievement. Meanwhile, learning styles is also admitted to have an influence on students' success in inferential skill test as there are many ways that students can apply to study English based on their

learning styles preferences (i.e. visual, auditory, kinaesthetic) aligned with (Karmila, 2018; Hazriviena, 2023). It was found that students who are getting used to learn kinaesthetically looked more anxiety when they had reading test of inferential skill since they prefer to study by being active and more practical.

On the other hand, it is also necessary to look at the odd results of the students' verbal aptitude and inferential skill scores in terms of age and gender. Based on the overall result, the study has successfully revealed that students were likely to achieve better results at the age of 14 to 15 years old. It could mean the younger the age of the students would impact to how fast they could receive any information than adults in learning English which is in accordance with the statement from Harmer (in Ghania, 2013), the reducement of brain plasticity on adults can indirectly affect their working memory and also their ability to absorb any new information. In contrast, in terms of gender, males have the higher mean score than females although both of them are in the same level. This contradicts with Ghania (2013:12) who stated that females tend to have higher verbal ability compared to the males who are good at scientific field. Thus, gender could not be a benchmark to determine a student's success in inferential skill, whereas age has contribution in students' inferential skill.

CONCLUSION

As a psychological factor, verbal aptitude has significant correlation with students' ability to make an inference. And, the inferential skills of reading comprehension sub-skills can be treated to improve the students' verbal aptitude although there are other variables contribute to the students' mastery of both variables. As a result, the study also proved that there is a possibility for those low verbal aptitude students to achieve good scores in making inference yet it is not as high as those who inheritedly have verbal aptitude and intensively developed by ages. A further investigation is highly recommended for the next researcher on the possibility of low verbal aptitude students to achieve high score in inferential skill as well as investigating the effectiveness of verbal aptitude with the other subskills in learning language.

ACKNOWLEDGEMENTS

The authors would like to appreciate all the participants and the certified educational psychologist that involved in succeeding this study as well as SMAN 3 Mataram which had given the researcher permission to conduct the study.

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