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LEARNING STRATEGY FOR LINGUISTIC INTELLIGENCE

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LEARNING STRATEGY FOR LINGUISTIC INTELLIGENCE

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ABSTRACT

This paper contains a description of the linguistic intelligence concepts that humans have that differ from each other. Linguistic intelligence includes intelligence or language skills which have four aspects including speaking skills, listening or listening skills, reading skills, and writing skills. This research method uses literature study, namely by collecting several research results about linguistic intelligence and appropriate learning strategies. This study concludes that linguistic intelligence is part of the plural intelligence possessed by humans. People who have linguistic intelligence will be easy to socialize and have a high probability of working in all fields. Based on the results of observations in the linguistic class, it was observed that 87.9% of students with linguistic intelligence were able to speak fluently and answer question questions faster than others. In this presentation strategy learning students who have linguistic intelligence will dominate the class. This study also produces findings that the characteristics of students who have linguistic intelligence include reading pleasure, making small notes and writing when they hear or speak, often talking to friends, always expressing their ideas or opinions in front of others, often writing journals (experience notes), like puzzles, often writing just looking for fun, like word play strategies, likes on language lessons including local languages and foreign languages, and likes to join in debates, dialogues, or speak in public.

Keywords: learning strategies, linguistic intelligence, students.

A. Introduction

Human intelligence is very diverse according to the tendency of the growth of the right and left brain which greatly affects the level of intelligence to learning. Diversity of intelligence is expressed by Gardner (1999) which raises about multiple intelligences.

Gardner's theory has broken the previous view that human intelligence is not only determined from the level of IQ (Intelligence Quotient). According to Gardner in intelligence IQ is limited to three groups namely linguistic intelligence-verbal, logic-mathematics, and visual-spatial. Other intelligence such as intelligence in playing music, interpersonal and intrapersonal intelligence, and naturalistic intelligence cannot be interpreted in IQ. This theory has brought enormous changes in the world of education because it has challenged previous theories that put IQ (Intelligence Quotient) as a core of intelligence. According

to Gardner (1999) intelligence developed in IQ studies is limited to three intelligences; linguistic intelligence-verbal, logical-mathematical, and visual-spatial. Other intelligence such as music intelligence, kinesthetic, interpersonal, intrapersonal, and naturalistic cannot be represented in the IQ study. Therefore a theory of plural intelligence (multiple intelligences) emerged which currently influences the practice of learning throughout the world (Armstrong, 2009).

The interesting thing that will be studied in this research is linguistic intelligence. Lingusitic intelligence is influenced by four language skills, namely listening, speaking, reading and writing. These four aspects affect all areas of intelligence. Learning mathematics involves the knowledge of listening and reading. For example, in mathematics a story arises, so to be able to solve the problem, you must understand the sentence in the problem. Based on a study conducted by TIMS (Trends International Mathematic School) in 2013 found that only 5% of Indonesian children were able to work on math questions about the story, the remaining 95% were able to work on math problems that were only numbers.

Every human being has different linguistic intelligence from each other. Linguistic intelligence is identical with language language intelligence both verbally and non-verbally. Linguistic intelligence is the ability to compose thoughts clearly and be able to use them competently through words, such as speaking, reading and writing. Usually this intelligence is owned by orators, negotiators, lawyers, statesmen and others (May Lewin, et al., 2003). With all its expertise, people who have linguistic intelligence are able to influence others easily. Language style, speech, verbal movements, expressions that are right when talking, all contain extraordinary charm.

Human intelligence should be seen from three main components; First, the ability to direct thoughts and actions (the ability to direct thought and action). Second, the ability to change the direction of thought or action. Third, the ability to critique their own thoughts and actions (ability to critisize own thoughts and actions) (Binet, 2014). To study human ability cannot be done by classifying based on tendencies, changes, and correcting thoughts and actions, but it must be seen from the ability to do activities by using ideas and symbols effectively (abstract ability), according to Thorndike in Musfiroh (2008) that the ability to do something with the sense of motion that it has (motoric ability), and the ability to adapt to a new environment (social ability).

Students as the subject of learning have a very important personal role in the success of learning outcomes for themselves. The size of intelligence that is owned is not the only factor that can determine the success rate of learning. Other factors such as learning, teaching, and learning design greatly influence learning achievement. Therefore, this paper aims to uncover learning strategies that can be used to develop students' verbal-linguistic intelligence. The strategy outlined is then seen as important for reference by educators both in teaching English and other relevant subjects / lessons.

The term strategy is understood as a whole plan that directs the learning experience, such as subjects, courses, or modules. This includes the way planned by the learning developer to help students in achieving their learning objectives. In addition, the learning strategy is also understood as a special plan that directs every part of the learning experience, such as units or lessons in a subject, subject or module (Rothwell and Kazanas, 2004). The first definition is called a macro learning strategy and the second is called a micro learning strategy. Furthermore, macro learning strategies are various aspects of choosing delivery strategies, sequences, and clustering of content clusters, describing the learning components included in learning, determining how students are grouped during learning, developing lesson structures, and selecting media in conveying learning. Meanwhile, the micro strategy is a variety of learning activities, such as group discussions, independent reading, case studies, lectures, computer simulations, worksheets, cooperative group projects, and so on (Dick and Carey, 2005). This micro strategy is called the learning method. So the learning method functions as a way of presenting (outlining, giving examples, and giving training) the contents of the lesson to students to achieve certain goals (AT & T in Suparman, 2010).

Back to the nature of the learning method, not all strategies are suitable to be used to achieve certain learning goals. This depends on the characteristics of students, learning material, and the context of the environment in which learning takes place. In this case learning developers or educators play an important role in creating learning conditions that can facilitate students in achieving expected learning outcomes. Therefore, the methods that can be applied in the learning method of lectures, demonstrations, are discussion, simulation, assignment and recitation, question and answer, problem solving, team system, training methods (drill), field trips (field trips), expository, inquiry, contextual, role playing, inductive, deductive, and others. The methods described above are only a small part of at least about forty-nine methods (Reigeluth and Chellman, 2009), or about twenty methods (Suparman, 2010).

B. Method

This research includes the type of literature study research by looking for theoretical references that are relevant to the case or problem found. The theoretical references obtained by the study of literature studies serve as the basic foundation and the main tool for research practice in the field. Research produces descriptions of design and learning strategies that are appropriate for students to have linguistic intelligence. This research collects various sources of research results that have been conducted and produces conclusions that show strategies and designs suitable for students with linguistic intelligence. The subjects of this study were students of the fourth semester Indonesian language education program taken as a population.

The type of data used by the writer in this study is primary data by conducting

observation and secondary data, namely data obtained from journals, documentation books, and the internet. Documentation is a method to find documents or data that are considered important through newspaper / magazine articles, journals, libraries, brochures, documentation books and through electronic media, namely the internet, which has to do with the application of this research. Literature study is the method used to collect data or sources related to the topic raised in a study. Literature studies can be obtained from various sources, journals, documentation books, internet and literature.

C. Results and Discussion

The Nature of Verbal-Linguistic Intelligence

Linguistic intelligence is the ability to use languages including their mother tongue and possibly foreign languages to express what is in the mind and understand others in linguistic intelligence refers to the ability to think about the words and use language to express and appreciate meanings complex (Suan and Sulaiman, 2009). Linguistic intelligence, verbal intelligence also called for include the ability to express themselves verbally and in writing, and the ability to master a foreign language (McKenzie, 2005).

A child who has intelligence soaring language will be able to tell stories and scenes jokes, write better than the average of other children who have the same age, have the memory of names, places, dates, and other information better than children in general , happy to play on words, like reading books, appreciate poetry and word games, like to hear the story without seeing the book, communicate, thoughts, feelings, and ideas well, listen and respond to sounds, rhythms, colors, various verbal words (Lane, 2009).

In addition, children who have more language intelligence than other children like to imitate sounds, language, reading and writing, learning by listening, reading, writing and discussing, listening effectively, understanding, summarizing, interpreting and explaining, and remembering what has been read, always trying to improve the use of language, creating new language forms, working by writing or liking oral communication (Cheung, 2009). They also like to ask lots of questions, like to talk, have lots of vocabulary, like to read and write, understand the function of language, can speak about language skills. Therefore, a career that suits people who have high verbal intelligence are poets, journalists (journalists), scientists, novelists, comedy players, lawyers, lecturers, coaches, guides, teachers, and others. Linguistic-verbal intelligence or known as the word smart is the ability to use both oral and written language precisely and accurately. Using words is the main way to think and solve problems for people who have this intelligence. They tend to have excellent auditory and productive (output) receptive (input) skills. They use words to persuade, invite, refute, entertain, or teach others. They also include writers, speakers, or both.

The work that is highly favored by those who have verbal-linguistic intelligence are teachers, principals, storytellers, comedians, emcees, news readers on radio or television,

journalists, newspaper editors, writers, authors, poets, and others. To see more clearly about the inherent characteristics of people who have verbal-linguistic intelligence can be described as follows:

a. Nice to read all forms of reading
b. Happy to doodle and write when you hear or speak
c. Often contacting friends through letters, e-mails, or mailing lists (or small scribbles on a piece of paper for children)
d. Always present ideas or opinions in front of others
d. Frequently writing journals (experience notes)
e. Happy puzzles or cross words
f. Writing often is just looking for fun or if children are able to write better than other children of their age
g. Love games with words like word games, anagrams, and so on
h. Love language lessons including local languages and foreign languages
i. Nice to join in debates, dialogues, or speak in public.
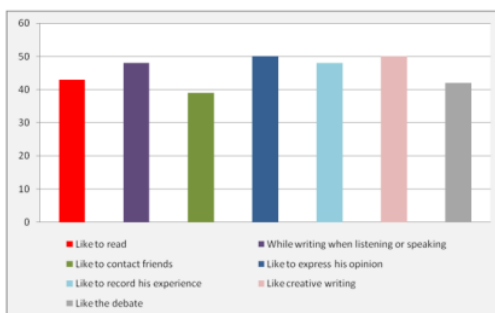
Multiple intelligences, especially verbal-linguistic intelligence, have been widely studied in relation to language learning.

Abdulkader, Gundogdu, and Eissa (2009) examined the effectiveness of plural intelligence-based programs in improving students' reading skills and found that the application of plural intelligence-based learning programs was very effective in improving reading comprehension of vocabulary mastery skills. Naeini and Ambigapathy (2010) examined the relationship between language intelligence and listening ability and attitudes between Iranians who took TEFL courses. The results of the study show that there is no relationship between language intelligence and listening ability.

Verbal-Linguistic Intelligence-Based Learning Strategies

Several studies on learning strategies to develop verbal-linguistic intelligence recommend many alternative strategies to be integrated in learning. Connell (2005), Armstrong (2009), and Alvis et al. (2008) recommend twenty strategies that are believed to develop verbal-linguistic intelligence of students. In general, learning strategies that are highly favored by those who have this intelligence are:

- Brainstorming
- Storytelling / storytelling
- Read biography
- Write a journal
- Publishing (publishing)
- Recording (recording tape)
- Researching / Library
- Reporting books
- Make a list

- Play (reply) pantun
- creative writing
- arguing / discussing
- reading newspapers
- making a diary
- Make a report
- Train talking
- Making humor
- Writing words
- Develop vocabulary
- Write a letter.

D. Conclusion

1. Based on the above discussion, some conclusions can be formulated as follows: Verbal-linguistic intelligence is part of plural intelligence which refers to the ability to think about words and use language to express and appreciate complex meanings. Characteristics of verbal-linguistic intelligence include the pleasure of reading all forms of reading, happy scribbling and writing when listening or speaking, often contacting friends through letters, e-mails, or mailing lists (or small scribbles on a piece of paper for children), always expressing ideas or opinions in front of others, often writing journals (experience notes), like puzzles or cross words, often writing just looking for fun or if children are able to write better than children Other children of his age, like games with words such as word games, anagrams, etc., like language lessons including local languages and foreign languages, and are happy to join in debating, dialogues, or speaking in public.

2. Learning strategies that are suitable are applied to groups that have linguistic intelligence, including brainstorming, storytelling, reading, creative writing, making reports, debating or discussing, writing letters, writing stories, making diaries, and researching.

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