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Teacher's Perception about Language Learning Based Linguistic Intelligence

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ABSTRACT : Language is the main communication medium used by everyone. Language learning throughout the world is of particular concern to policy makers, one of which is in Indonesia. The main focus of language learning lies in the field of linguistic studies, namely phonology, morphology, syntax, and semantics. To get good learning outcomes, all four aspects must be possessed by students. Internal factors that measure the success of language learning are linguistic intelligence, one of multiple intelligences. The purpose of this study is to build teachers' deep understanding of language learning based on linguistic intelligence. Qualitative methods are considered capable of answering the problems in this study. The result, in this study shows that the way teachers understand linguistic intelligence-based learning is based on the level of education they have and the individual approach to barriers to developing the learning process.

Keywords: Learning Process; Language; Linguistic Intelligence

I.   INTRODUCTION

Far in the past few decades, education was interpreted as a formal way to get recognition. The concept of such education is not relevant to the development of science and technology because it does not affect the acquisition of skills possessed by students (Bernardo, 2012). Education failures in the past have been caused by unlimited teacher power in learning activities. The teacher always positions himself as the most correct source of student learning. As a result, students' skills are inhibited (Uzunboylu&Birinci, 2014; Fatoke, Ogunlade, &Ibidiran, 2013).

Social interaction in every learning activity requires a communication tool called 'language'. Current technological developments are not matched by language skills, consequently the use of good and correct language among students slowly disappears (Bencollins&Okwuchukwu, 2018; Saddhono & Rohmadi, 2014; Benard, Susanne&Başkent, 2014). Students are accustomed to using language that they often find on the internet or social media, without being able to choose the appropriate rules in the language system. The use of non-standard language is widespread among students and the public (Khatun& Al-Dhlan, 2017; Kiran, Vasantha, & Srivastava, 2017; Bajpai, 2016).

The importance of language learning aims to develop and maintain national identity (Journal & Saran, 2010; Policy, 2015). Language as part of culture can show the level of national culture. Language will describe how far the progress that has been achieved by a nation. Without language, a nation would not be able to develop and show itself as a whole in association with other nations.

One of the determinants of educational success is language, because it is the most effective communication tool for humans in everyday life. The development and development of good and correct language is prioritized by educational institutions so that it can reach the wider community. However, it should be noted that the increasingly important position of language and the more optimal intensity of language learning in fact still fails to create a generation that loves and is skilled in using Indonesian language that is good and right (Saddhono, 2018; Meliala, Widodo, &Subiyantoro, 2007; Ranabumi, Rohmadi, &Subiyantoro, 2017).

According to (Sheikh et al, 2018) the quality of learning is closely related to the role and duties of teachers in schools, because they are dealing directly with students in conducting the educational process. This is in line with the statement from (Youngblood, 2016) that the teacher is one of the human components of learning activities that have a role in developing potential human resources. Therefore teachers must play an active role and be able to position themselves as professional strengths in accordance with the demands of society. In this case the teacher is not only a teacher who only transfers science, but also as an educator who transfers the value-values and skills he has to students.

Teachers are educators who play a role in determining the success of educational goals, therefore to maximize the quality of the learning process, they must have a high level of education, as a form of professionalism possessed. Based on observations on August 7, 2019 the authors found that the phenomenon that occurred in Madiun high school was the tendency of teachers to carry out learning using conventional methods without specific approaches and strategies. This means that learning carried out by teachers is not based on language skills, so language learning outcomes are not optimal.

To be able to master language skills well, linguistic intelligence is needed. This intelligence is one of the types of intelligence that exists in multiple intelligences. In another view, linguistic intelligence is also referred to as verbal intelligence because it includes the ability to express themselves verbally and in writing which is directly related to one's mastery of language. This was confirmed by the results of research in the United Kingdom, America and Australia that there is a positive relationship between linguistic intelligence and language use skills (Tezel, 2017; Eberle, 2011; Munday, Jennifer & Smith, 2010).

From the problems above shows that the existing language learning process is still not optimal. The tendency of teacher understanding of linguistic intelligence based learning is still poor. Therefore, the purpose of this study is to describe the process of linguistic intelligence-based language learning and teachers' perceptions about the activities.

II. IMPLEMENTATION OF INDONESIAN LANGUAGE LEARNING BASED ON LINGUISTIC INTELLIGENCE AT MADIUN HIGH SCHOOL

Language is one of the most important skills for students to meet academic demands in the world of education. Language skills can be developed in various ways, one of them applying language learning based on linguistic intelligence (Raghuvanshi, 2018; Chakraborty, Sadath, & Chechi, 2018). Combining the concept of linguistic intelligence in language learning is not an easy thing. Teacher management skills are needed to manage the class.

Linguistic intelligence, as has been explained by experts, is one type of intelligence that is incorporated in multiple intelligence, that is, intelligence that is embedded in a person, although with different levels. Cannon (2008) revealed that linguistic intelligence has several elements of language structure, including phonology, morphology, syntax, and semantics. These language structure elements enable students to have the ability to understand the meaning of reading, either explicitly or implicitly. Therefore the improvement of students' linguistic intelligence can be done through the process of learning and training. The learning process here is interpreted as an effort of the teacher to provide provisions and learning experiences directly through the use of learning methods that are in accordance with teaching material. Meanwhile, the training conducted for this purpose can be in the form of integrated training given in Indonesian language lessons.

The learning process is defined as the teacher's effort to provide learning experiences directly, combined with linguistic intelligence. Meanwhile, the training conducted for this purpose can be in the form of integrated training based on linguistic intelligence. The integrated training in question is about the use of the whole language structure with a meaning system together (Journal, Education, & Berger, 2009; Flynn, 2013; Joseph & Society, 2018). This is necessary because in relation to reading comprehension, not only aspects of the forms of language that need to be known, but also aspects of the meaning that animates the forms of language itself also need to be mastered. The ways that can be taken to realize the business include the following.

First, through Indonesian language learning, teachers need to intensively seek to provide students with adequate knowledge and understanding of the rules or rules of language that apply in Indonesian (Widodo, 2016; (Canadian Journal of Environmental Education, 2003). The debriefing effort is intended, so that students 'knowledge, understanding, and insight about Indonesian language will be broadened, so that linguistic intelligence that is closely related to students' verbal skills is better. Thus, students' skills in speaking Indonesian properly and correctly can be realized.

Second, through counseling activities on how to speak Indonesian properly and correctly. If during this time high school students get input information or knowledge about Indonesian only through learning in class it is still considered inadequate to deliver them to be able to speak Indonesian properly and correctly (Saddhono, 2018; Black & Wiliam, 2006). This concern is reasonable, because the hours of student learning in the classroom are relatively short, it does not allow the delivery of comprehensive teaching material to students. Language education is essentially an effort to spread the results of the improvement of the system of language rules through oral and written forms, which aims to provide information about language problems, or general issues relating to language development that should be known by a wider community. This effort really needs to be done considering that most of the Indonesian people, including students, have not been able to speak Indonesian properly and correctly.

Language extension materials presented in relation to efforts to improve students' linguistic intelligence include: (1) good and correct Indonesian language concepts; (2) the concept of standard language or standard language; (3) a variety of standard and non-standard languages; (4) improved Indonesian spelling; (5) formation

of terms; (6) preparation of effective sentences; (7) various scientific languages; (8) preparation of official letters; and (9) problems with the use of everyday Indonesian.

Third, training activities through piloting patterns of Indonesian language behavior that are good and right. This third effort can be integrated into the second activity (language counseling) as a method of extension. But because this aspect is very important, the description is presented itself as a third form of effort. This is not because the students as students, as well as the originators and analysts of ideas are cadres of the nation who are educated and educated, whose words and actions are often used as examples by other communities, including how they understand and use their national language in the community.

On the basis of it being a necessity for teachers and students to be able to understand, appreciate, and apply the norms or rules of the applicable language in Indonesian. In this training, students are exposed to the substance of language problems that often faces were then shown demonstratively how to act properly to megatasi those encountered language problems. The training materials include: (1) correctly reciting the language (phonemes); (2) decapitate words correctly; (3) write down standard terms in accordance with the guidelines for the formation of applicable terms; (4) grammatically compose sentences; (5) searching or finding cohesion tools used in reading texts; (6) identify the elements of sentence position; (7) determining the main ideas in the reading and explanatory sentences; and (8) determine the speech organization or reading systematic used by the author.

III.   FINDINGS

Advances in science and technology are rapidly demanding everyone to have skills that are better. Among the many skills available, language skills have an important role to show one's identity and honor. Language determines the level of knowledge of a person, because when speaking each person has a different vocabulary. In the end, the level of education that reflects one's knowledge. Someone who has a high level of education, tends to use language that is polite, straightforward, and can always invite others to listen to his words. This finding is reinforced by the results of research conducted by (Vaughn-Blount et al, 2011; Hallal, 2014) that there is an influence between a person's level of education and the mastery of his language skills.

Much debate about learning based on linguistic intelligence among teachers. Some support, and others consider that such learning is not appropriate to be applied in Indonesia because the lessons are divided each day by time. From the interviews conducted by researchers with teachers, the results show that the sharing of learning time that is too little for each meeting is considered to be a major obstacle to applying language learning based on linguistic intelligence. Meanwhile different results were found in the interview activities conducted by researchers with the principal, that the demand to become a professional teacher had been around a long time. Professional teachers must be able to manage learning with limited time. Therefore, the government fully supports ways to improve the quality of education in Indonesia, one of which is by improving the quality of teacher education itself. The government supports teachers by providing study permits for higher education. Teacher professional allowance is enhanced with the hope of motivating teachers to improve their skills. However, in reality the government's support has not been able to create a better quality of education. The teachers are still lazy to take up more education on the grounds they are already quite adept at managing learning.

In connection with this study, teachers who have taken tertiary education will be able to manage learning creatively even though time is felt to be very short by some people. Aspects of language such as phonology, morphology, syntax, and semantics can be 'packaged' in linguistic intelligence-based learning, for example, in phonological aspects related to sound, the teacher combines learning with music. Indirectly, students' vocabulary will increase if they find learning fun. Aspects of morphology, the teacher trains students to read a lot of books that have a lot of series of sentences and new vocabulary. This method can work well if the teacher has in-depth knowledge of the structure of the language itself. Meanwhile, the syntactic and semantic aspects related to the structure and meaning of sentences, are trained by using appropriate learning strategies. Students can be told to arrange interview questions. In practice, students will interview anyone they think is smart. From the questions that are compiled will get an oral answer which students then write and interpret each answer that has been obtained. By using learning methods based on linguistic intelligence will indirectly make language learning run optimally. As a result, students will have good language skills. This is reinforced by the statement from (Rahimi, Sadighi, & Hosseiny, 2012) that good language skills are supported by the mastery of teaching materials and the creativity of teachers to manage learning in the classroom.

IV.   CONCLUSION

Overall this study has shown teacher perceptions about Indonesian language learning based on linguistic intelligence. Although there are limitations in the delivery, it is evident that the level of education possessed by teachers will be able to support learning activities so that the quality of education becomes better. However, in applying the language learning process based on linguistic intelligence, the teacher must play an important role in supervising each student so that they remain on one learning goal to be achieved. Linguistic

intelligence-based language learning can create conditions of learning that are indirectly experienced by the student's subconscious, so that information and knowledge can be received more clearly and completely.

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