

ENFORCING LINGUISTIC INTELLIGENCE METHOD TO ACTIVATE STUDENTS' LITERACY IN ENGLISH ECONOMIC SUBJECT FOR ISLAMIC BANKING DEPARTMENT

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Abstract

Activating students' different kinds of intelligences is not easy for the educators in teaching English. Most educators focus on arousing students' cognitive domain only. In fact, the students just comprehend the material based on the text book. They, however, cannot analyze the current information about economic they find in their daily life. While Regulation of the Minister of Education and Culture of the Republic of Indonesia No.49/2014 about National Standard of Higher Education demands the educator to enable students to mobilize all intelligences they have which is in line with Bloom taxonomies, namely; cognitive, affective, and psychomotor domain. To solve the problems, the researcher applies MultipleIntelligences method for ESP students of Economic Faculty at IAIN Bukittinggi for English economic subject in which involve the three domains of skill with. The purpose of this method is to activate students' verbal/linguistic competence. As a result, these materials are effective to prompt students' multiple intelligences, especially linguistic competence. Ultimately, the SKL of higher education, which include attitudes, knowledge, general skill and specific skills, can be achieved.

Keywords: Multiple Intelligences, Verbal/Linguistic competence, English Economic.

Introduction

Law No. 20/2003 about the National Education System defines that "Education is conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the state." Thus education is the process of forming generation through learning process. This act does not only instruct to form intellectual generation but also talented and characterized ones. Hence, the better the education of a nation, the better the quality of the nation. While National Education is based on Pancasila and 1945 constitution which originates in religious values, Indonesian national culture and responsiveness to the demands of changing times.

Education plays an important role as stated in Law 20/2003 article 3 that National Education aims at developing capabilities and forming dignified national character and civilization in order to educate the life of the nation. It needs the profile of graduates ability to achieve the goals (Standar Kompetensi Lulusan/SKL). Regulation of the Minister of Education and Culture of the Republic of Indonesia No.49/2014 about National Standar of Higher Education, mentions that SKL is minimum criteria for qualification of graduates' abilities which include attitudes, knowledge, general skill and specific skills. These criterion are in line with Bloom theory; cognitive, affective, and psychomotor.

Attitude is defined as right and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through learning processes, student work experience, research and / or community service related to learning. While Knowledge is mastery of concepts, theories, methods, and / or the philosophy of a particular field of science systematically obtained through reasoning in the learning process, student work experience, research and / or community service related to learning. In another side, Regulation of the Minister of Education and Culture of the Republic of Indonesia No.49/2014 about National Standar of Higher Education defines General skills as mandatory general work skills owned by each graduate in order to ensure the equal ability of graduates according to the level of the program and type of higher education and specific skill as special work skills that must be owned by each graduate is in accordance with the scientific field of the study program. It can be concluded that the students are expected to master all the criteria mentioned above at the end of their study in higher education.

However, most educators in Indonesia are still superficially interpreting education, "education is only interpreted as school managerial techniques that only focus on cognitive abilities". It is assumed that the education has not run to fulfil the four criterion. The educators tend to pay attention to students' cognitive only, less thinking concerning students' dignity, potential, and creativity. While every children have intelligences and potential since they were born. Gardner concludes as multiple intelligences.

Gardner (1983) classifies in to eight intelligences; bodily-kinesthetic, intrapersonal intelligence, interpersonal, linguistic intelligence, logical-mathematical intelligence, musical intelligence, spatial intelligence, and naturalist intelligence. Hoer (2007) explains the eight different types of intelligences will affect to learning process. Related to the educational goals and SKL in higher education, the educators are demanded to develop students' attitude, knowledge and skills. The educator can apply in all lessons they have designed well. It's not exception for Economic English subject in Islamic Banking, Islamic Economic and Business Faculty (FEBI) of the state Islamic Institution of Bukittinggi (IAIN Bukittinggi).

The State Islamic Institution of Bukittinggi has four faculties. English is learned in all faculties as general course but the material is specified to the department goals (ESP), like English Economic. English economic is studied by the students of Islamic Economic and Business Faculty (FEBI). Based on researcher's experience during teaching Islamic Economic, she focuses on teaching the material in the text book. She doesn't correlate the material to the current information about economic. The result, the students are able to comprehend the text book well. They succeed to memorize all the materials, but they are not able to analyze information or the economic problems.

To overcome the problem above, the researcher needs to develop the material of English economic which covers the eight intelligences owned by the students; linguistic intelligence, bodily-kinesthetic, intrapersonal intelligence, interpersonal, logical-mathematical intelligence, musical intelligence, spatial intelligence, and naturalist intelligence. In other words, the researcher must be able to cultivate the students' cognitive, affective, and psychomotoric domain. Multiple intelligences implementation which was proclaimed by Gardner is recommended to solve this problem. However, considering such broad theory, in this chance, the researcher limits to linguistic intelligence. Eventhough, this discussion is emphasized to linguistic intelligence, but there are many usefull activities for more than one intelligences.

Discussion

Multiple Intellogences

Gardner (1983) classifies intelligence become eight difference types; bodily-kinesthetic, intrapersonal intelligence, interpersonal, linguistic intelligence, logical-mathematical intelligence, musical intelligence, spatial intelligence, and naturalist intelligence. Amstrong (2002) states that This multiple intelligence is capital in improving the ability of each student and making them successful, because in essence every child is smart. Here's about multiple intelligences:

- a. Verbal intelligence or Linguistics (Linguistic intelligence) is the ability to use words effectively in expressing and interpreting complex meanings. Verbal intelligence includes the ability to speak, hear, read (from traffic signs to classic novels), and writing (starting messages and e-mails to poetry and office reports).
- b. Logic-mathematical intelligence (Logical - mathematical intelligence) is the skill in calculating or processing numbers and using logic. This intelligence is usually used by scientists in making hypotheses and testing it with experimental data.
- c. Music Intelligence (Musical Intelligence) is a person's intelligence related to the point pattern of tone, melody, rhythm, and tone. Musical intelligence involves singing, or enjoying music.
- d. Kinesthetic intelligence. (Bodily - Kinesthetic Intelligences) is learning related activities through the five senses. Kinesthetic intelligence is the ability to unite the body and mind to perform physical performance.
- e. Visual spatial intelligence (Visual Spatial Intelligence) is an image and visualization skill. Impotence that involves the ability to visualize images by an individual's brain or produce his work in several dimensions.
- f. Interpersonal Intelligence (Interpersonal Intelligence) is the ability to understand, communicate and collaborate or cooperate with others. Start empathy skills for others.
- g. Intrapersonal Intelligence (Intrapersonal Intelligence) is the ability to know yourself and intelligence to understand how we really are.
- h. Natural Intelligence is the ability to know and be sensitive to the forms in our natural surroundings. This means that the intelligence of children or students develops from their experiences in the field.



Picture 1. Multiple Intelligences

The Intelligence Reframed book, Gardner describes the human brain. The human brain consists of two parts, namely right and left brain. The human brain is in the form of folds. The fold consists of two different parts and its function is very unique. These parts are interrelated through the neural network. The left side of the body is connected to the human right brain and vice versa. Multiple intelligence or MI can be maximized through optimizing brain function in each part. Armstrong(2000) describes the part functions of the human brain in developing Multiple Intelligences as in Table 1:

Table 1. functions of the human brain in developing Multiple Intelligences

Kecerdasan	Sistem Saraf (Area Primer)	Perkembangan	Fungsi Pemahaman
Linguistic	<i>Left temporal dan frontal lobes</i>	Growing up in early childhood: staying strong until old age	History, story, and literature
Logical-mathematical	<i>Left frontal dan right parietal lobes</i>	Achieving peak development in adolescence and early adulthood, experienced a rapid setback after the age of 40	Scientific discoveries, mathematical theories, counting and systems
Spatial	<i>Posterior regions of right Hemisphere</i>	Thinking does not change in early childhood to form a paradigm at the age of 9-10, artistic ability to survive to old age	Artwork, direction systems, architects, designs, inventions
Bodily-kinesthetic	<i>Cerebellum, basal ganglia, motor cortex</i>	Varies depending on the component (strength, flexibility) or region (gymnastics, basketball, clown)	performances, dramatic works, dance forms, sculpture
Music	<i>Right temporal lobe</i>	The earliest intelligence in its formation. Earliest intelligence to develop; Skill is more usually through a developmental crisis	Composition music, appearance, recording
Interpersonal	<i>Frontal lobes, temporal lobe (especially right)</i>	Affection / affinity during the first 3 years of the	Document politics, social

	<i>hemishpere)</i>	critical / gold period	Institution
Intrapersonal	<i>Frontal lobes, parietal lobes, limbic system</i>	Formation between limits "Own" and "other" on The first 3 years of critical time	Religious systems, psychological theories, ceremonial sequences
Naturalist	<i>left parietal lobe</i>	It is seen dramatically in some young children, school or an increase in official and unofficial experience	Story classification system, knowledge of natural ingredients, hunting rituals, myths of animal spirits

Literacy Skills

Literacy is an activity that aims to cultivate reading and writing activities. Literacy is not only focused on reading and writing activities, but also the ability to get information from reading and summarizing it. The Ministry of Education and Culture has developed the Literacy Movement, and now this movement has been implemented by several schools in Indonesia. English (2017) states that this is also in line with the purpose of education, namely to produce people or students who are able to think logically, communicate effectively, and solve problems.

Armel (2016) explained that a student must have four language skills to achieve these goals; simultaneous listening, speaking skills, reading skills, and writing skills. Without having these four language skills, it is believed that students lack of ability to understand what they read well. In teaching reading and literacy generally requires more than one methodology. This reading and literacy teaching requires tested instruction, knowledge related to the approach needed to require motivation and stimulates the interest of students with various characters and abilities. Teachers need to prepare innovative teaching materials, various strategies and alternative activities that support students at all levels when students get and implement knowledge in the fields of reading, thinking, writing, speaking, and listening.

Bloom's Taxonomy

John (2007) mentions that Benjamin S. Bloom developed the concept of Bloom Taxonomy in 1956. Taxonomy means a classification system. Taxonomy divides education goals into three domains, namely cognitive, affective and psychomotor.

a. Cognitive domain

Dimiyati and Mudjiono (2009) clarify that the cognitive domain includes the ability of knowledge, reasoning or thought. Bloom divides this domain into six categories, namely: Knowledge, understanding, Application, Analysis, Synthesis, and Evaluation.

b. Affective domain

Affective domains are defined as abilities that involve feelings, emotions, and reactions that are different from reasoning. Areas related to emotions such as feelings, interests, attitudes, moral adherence and so on belong to this affective domain. According to Bloom, this domain includes: Receiving, responding, evaluating or valuing, Organization, and Formation of Life Patterns.

c. Psychomotor domain

Psychomotor areas are matters related to this domain: perception, readiness (set), guided response, familiar response (mechanical response), complex response, adjustment of movement patterns, and Creativity.

Verbal/Linguistic Intelligence

Linguistic intelligence is known as the ability to use language and words clearly. The main aspect of this intelligence is communicating through writing, reading, listening, and speaking based on literacy skill. Another important component is the ability to relate new knowledge with other previous experiences.

People who are experts in linguistic intelligence, are able to produce and refine language and use many forms and formats because they can form and recognize words and patterns with vision, hearing. Speeches, storytelling, debating, and acting can stimulate linguistic intelligence. Teachers should encourage their students to relate their past experiences with new knowledge to activate this verbal / linguistic intelligence.

The Implementation of Verbal/Linguistic Intelligence in Teaching English Economic

English (2017) proposes eight steps to activate linguistic intelligence of students:

a. Reading the main idea

In this case using a strategic reading method to determine the main idea in reading. The teacher will need to choose appropriate some newspaper headlines, especially about economics.

b. Reading unstated idea

- It is aimed at identifying and using literary techniques used by authors to help readers understand reading material. In this case, teacher need a short story.
- c. Asking while reading
The purpose is to understand and demonstrate understanding of a story. For this step, teacher can choose some stories.
 - d. Storytelling
This is for using critical and creative thinking to develop speech skills and improve listening skills. students imagine and connect linguistic intelligence with many other intelligences
 - e. Reading for pleasure
Teacher encourages reading as a fun thing while practicing various critical, creative reading, thinking, writing, speaking and listening skills
 - f. Balance action
It is to examine phonemes and use them to add words and vocabulary to read, think, write, hear, and speak
 - g. Using reading response notes
This is for responding to literary writing at a personal level
 - h. Being an advertising critic
It is aimed at learning, training, and developing critical listening and thinking skills

Based on English (2017) explains each step will have several activities:

1. Metacognitive opener
Teacher can ask students to think how to determine main idea of a story. The educators must explain that main idea of a paragraph, story or article is writer's message to the readers and also explain that the students will start by finding main idea in some poetries.
2. What is being done
 - a. Discuss a series of newspaper headline and also discuss how those headlines correlate to article's main idea.
 - b. Select a news dan ensure all students have the copy. Teacher points a student to read that news loudly. Then ask the rest students to close their eyes and imagine that news.
 - c. Guide the students to find the point of the news and create a headline to emphasize this point.
 - d. Tell the students to compose their main idea for other news.
 - e. Invite students to deliver their creation in front the class, and ask the other students to criticize, compare, and give comment.
3. Meet the needs of various students
Ask students to read a news article and write down their main idea, the students may illustrate their thought in form of collage that reflects the main idea or makes a news with the same theme.
4. Reflection
 - a. Assign each student to ask family members to share their stories about the economy with them
 - b. Ask each student to read one economic news and write down one main thought, then illustrate this section and present it to their sister or friend

Method

This research was R & D method. It was developed by Borg and Gall. The model used was 4 D which stand for Define, Design, Develop and Disseminate. It is more practical and easier. 4 D model was developed by Thiagarajan, Semmel, and Semmel (1972). There are some consideration of choosing 4 D model, since it is the basic procedure used in R & D. The population of this research was the students of Perbankan Syariah. They were 370 students. The sample was taken 20%, 74 students. Techniques of data collection were Interview, observation and questioner. There were two techniques for data analysis; qualitative and quantitative data.

Results and Discussion

Define

This is the phase to answer the first research question, "What are problems that happen connected to the model of teaching English economic at Economic Faculty?" The problem relates to the instructional materials that the students' need. The first is based on students' problems; limited vocabulary, restricted time reading, text difficulty level, and poor language ability.

Design

The design of teaching model which was proposed by research was related to the problem faced by the students. To design the teaching model, there were some activities conducted.

Table 1 Teaching model designing

No	Steps	Activities
a	Designing Students' Book	1) Designing the format 2) Making an outline 3) Developing outline into draft
b	Designing Syllabus	1) Designing the Format 2) Writing or developing syllabus
c	Designing Lesson Plan	1) Designing the Format 2) Writing or developing lesson plan

Develop

There were two stages used as a means of modifying design; validity test (expert appraisal) and practicality test. The activities as follows:

Table 2 Modifying design stages

No	Activities	Products
a.	Validity Test (expert Appraisal)	1) Students' Book 2) Lesson Plan 3) Syllabus
b.	Practicality Test	1) Students' Book

There were three experts who validated all research products. They gave varied contribution because one is English lecturer, another is Education lecturer and the rest is practitioner. For here are the validity of students' books: The total score from valuator 1 is 65 (B), valuator 2 is 62 (B), valuator 3 is 74 (A). The score for all is 4, 15. Thus, the Students Book is valid with the level of 83%. The following is the comment and suggestion on students' book.

Table 3 comment and suggest on students' book

No	Valuators	Comment and Suggestions
1	V1	a. Revise the layout b. Design the book more attractively c. Include lively pictures d. Add some more activities e. Use clear numbering f. Put more fun activity
2	V2	a. Check the content b. Check and revise the grammatical error
3	V3	a. Make sure the steps is clear b. Check language

Table 4 Students' book result of Practicality

No	Aspects	Mean Score	%	Criteria
1	The lesson objective is clearly stated	3,73	74,6%	Practical
2	The text in the book are within the students ability to read	3,76	75,2%	Practical
3	The activities in the books are within the students' ability to carry out	3,68	73,6%	Practical
4	The students book gives information to the students on when and what to learn at a certain time	3,97	79,4%	Practical
5	The students book is beneficial to the students since it helps them to learn better	4,27	85,4%	Practical
6	The direction used in the student book is	3,75	75%	Practical

	easy to understand			
7	The students book is easy to carry around because of its practical size	3,89	77,8%	Practical
8	The students book is not thick thus it is not too expensive for the students	4,04	80,0%	Practical
9	The language used in the student book is easy to understand	3,62	72,4%	Practical

Conclusions

From the explanation above, researcher can conclude some idea related the implementation of part of multiple intelligences method, verbal/linguistic intelligence: English economic learning strategies with multiple intelligence methods can be applied to enable linguistic intelligence of students by utilizing the curriculum, material, human resources, and learning process. In another side, the application of the linguistic intelligence method can be carried out with varied activities and is able to accommodate the development of the ability to speak, read, write and listen to students.

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