

THE ACTUALIZATION LITERATURE BASED LEARNING VERBAL-LINGUISTIC INTELLIGENCE

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Abstract

Verbal-linguistic intelligence as one of the existing multiple intelligences has not been applied thoroughly at every level of education. The multiple Intelligence is only applied in a limited way to early childhood education now days. The focus of this paper is to show how to actualize a literary learning based on one of the intelligences that children possess, namely, verbal-linguistic intelligence. The results of the discussion o show that the core component of verbal-linguistic intelligence, including the ability to manipulate grammar, phonology, semantics, and pragmatics. To stimulate the verbal-linguistic intelligence of a child, we can take the following ways: (1) often invite children to talk, (2) often read stories / tales, (3) often teach songs / songs. An educational model of verbal-linguistic intelligence that can be developed through literary learning. The model in question is to tell the story with the following steps: (a) argue, (b) discuss, (c) interpret, (d) submit reports, (e) speak and write about literary works.

Keywords: *multiple intelligences, verbal-linguistic intelligences*

INTRODUCTION

Language or Verbal Linguistic Intelligence is one kind of intelligence plural or intelligence multiple may have had a child. Verbal-linguistic intelligence is intelligence that is most frequently used in daily activities. We communicate by using a language. English and Indonesian lesson, and even other languages in the world has become the same thing, the language has always been the most important thing. In Indonesia, the language learning always is a compulsory subject in schools. Verbal-linguistic intelligence is the intelligence associated with the ability to perform well as understand the information and communications to / from the person / party, either orally or in writing.

In Indonesia, the concept of intelligences multiple have not been optimally integrated in every organization of education in schools, yet they are an integral part in the management of education in developed countries. Plural intelligence implementations will be done partially in a restricted environment. The new intelligence plural the implementation plural can be done in an environment of early childhood education and has not been handled professionally so tend to ignore the fundamental aspects of a plural intelligence itself.

Hence the importance of implementing the pillars of education as mandated by UNESCO which includes (1) learning to know,

(2) learn to do the job, (3) learn to live together, and (4) learning to be yourself, UNESCO (2009). Part of experts in Indonesia to add one pillar of which is learning to serve (learning to worship) to the Almighty God. Fourth pillar and add one aspect is the social capital to build the whole Indonesian qualitatively have high intelligence and personality noble so as to build itself and the people of Indonesia are civilized, democratic, and appreciate the diversity of the nation that is *Bhineka Tunggal Ika*.

LITERARY REVIEW

The Concept of Verbal-Linguistic Intelligence

Edward Thorndike defines intelligence: intelligence is demonstrable in ability of the individual to make good responses from the stand point of the truth or fact. The same thing also expressed by George D. Stodart. George D. Stodart said that intelligence is a skill in suggesting behaviors that have the following characteristics specific.

Furthermore, William Stern explained that intelligence or intelligence is a capacity or competence to the public on individual sisters to adjust his thoughts on the situation. Carl Whitherrington also argued that intelligence is perfection acting as manifested in capabilities or activities such as the following:

1. Facility in the use of numbers.
2. Language efficiency.

3. Speed of perception.
4. Facility in memorizing which.
5. Facility in comprehending relationship.
6. Imagination.

So we can conclude that the intelligence is an ability that is owned by someone in any field and the individual is able to run and develop the abilities they possess well.

Gardner (1983) posited range intelligence is also influenced by the culture of the place we are born so that intelligence is no longer interpreted as singular in cognitively discourse. According to Gardner It is a great mistake if we assume that IQ is an entity or a single quantity and keep it, which can be measured by using a pencil and paper. Gardner strengthens back his perspective the definition of human cognitive intelligence and has been demonstrated to us, how intelligence has a very broad spectrum, even Pierce's dimension of emotional spiritualism, in which resides the ability of imagination, creativity, and problem solving. Gardner definition was a culture that was created from the process of learning, behavior, thinking of this life pattern, and the natural environment crystallized in in the habit (custom). In other word, intelligence is a a real repeated behavior.

If so, that intelligence is a behavior that is done over and over again, then the question is why most of them self-described as a journalist/reporter, or a radio presenter and television was not a with educational background Bachelor of communication studies or Bachelor of literature. Likewise, most of the employees at some banks is not economic or accounting degree, but the degree of agriculture and/or Bachelor of Informatics system. In fact, they are capable of assuming once received works, the process of training or apprenticeship carried out in a certain period of time. In the process of training and an internship that's happening later learning that will accumulate in the form of standardized intelligence. Then, the next question arises is where is that intelligence come from? Maybe this question can be answered by saying that the human brain is a great source for many things. This question makes Jeff Hawkins believes that real smart machines can be made by studying the human brain.

In addition, we have to know that the human brain is complex and mysterious, which stored personalities and intelligence. Intelligence is the grace of God Almighty. Through

the scientific study of psychology, Garner who is also a neurologist at Harvard University makes the classification of intelligence, based on empirical facts. Then, in 1999, Gardner back produce intellectual works entitled Intelligence Reframed which States that the human brain is at least keep nine kinds of intelligence that was agreed upon, while the rest are still a mystery, which consists of: (1) linguistic intelligence, (2) logical-mathematical intelligence, spatial intelligence (3), (4) kinesthesia intelligence, (5) musical intelligence, interpersonal intelligence (6), (7) intelligence sometimes intrapersonal, naturalist intelligence (8), and (9) Existentialist intelligence.

One of the nine intelligence that pointed out though Gardner, namely the linguistic quotient which is being called as Verbal-Linguistic Intelligence. Then it is associated with the study of literature will be the focus of discussion in this paper.

In the lives of children, the role of language is very important in the effort to make the child's life, even the language is seen as a social activity as children use their skills to build friendship, compromise, negotiate, and resolve problems. Language also plays an important role because it is always associated with various aspects of child development for children's emotional development and most beginners. The same activity is often done by a baby as well as smiling, flirting, and responding to parents, develop affection and emotional ties (Sonawat and Gogri, 2008: 20).

Characteristics of Children who have Verbal-Linguistic Intelligence

The education process verbal-linguistic is a difficult process to be trained, then this process should be done since children at aggressive age in childhood, sometimes parents taken when his son was having the ability to move to prohibit to move where they wants, ultimately progressive child to do something to be undone because of fear of their parents.

Based on the presentation of the concept of verbal-linguistic intelligence, can be simplified that Verbal-Linguistic intelligence relating to language skills and in terms of its use. People who are gifted in the art liked to play with language, like reading and writing, attracted by the sound, meaning and a story or narrative. They are often a good speller and easy to remember steps, places and names. In addition, there are some other things related to

children has intelligence characteristic verbal-linguistic, namely:

1. Able to write daily experiences
2. Able to explain better than his age,
3. Able to produce vocabulary than his age and use it appropriately,
4. A lot of reading (books, newspapers, magazines, articles on the Internet, and others (like), many giving their thoughts, feedback, criticism, in others,
5. And spell foreign words correctly,
6. Resembling to hear oral statements (stories, reviews radio, voice books), like rhymes, puns, a set of words which are difficult to pronounce,
7. Resembling to talk at length or being able to tell jokes and stories.

They are very skilled to play on words. People who have this intelligence have the ability to compose his thoughts clearly. They are also able to express thoughts in the form of words such as speaking, writing, and reading. People with verbal intelligence is very proficient in the language, told the story, arguing, discussing, interpreting, submit reports and other activities related to speaking and writing. This intelligence is required in the profession a lawyer, writer, broadcaster / television, editor, teacher. People who have this intelligence among John F Kennedy, Bung Karno (The First President in Indonesia), Kak Seto, and many other world leaders who have the verbal-linguistic intelligence.

Intelligence logical thinking of a child can be shown on the intelligence of the language that they have. Children who are able to speak / speak well and smoothly, allowing the logic of thinking would be nice.

In habitual day, kids tend to frequently use the word "disheveled" as Indonesian mix with their language, therefore a child is often incorrectly use the word. To overcome and to stimulate verbal linguistic-intelligence a child, we can take as following ways:

1. Often invite children conversing;
2. Often read stories / fables;
3. Often teaches singing / song.
4. Able to speak not only means to master many languages, but also has the ability to process language.

Therefore, it is very important to teach the mother tongue in advance to encourage logical thinking of a child. Not all smart and ready

in the language. An example, if a child is not ready to accept multi-language, then you do not give it out. When parents force to cram children with multiple languages, is not denied if the child will get confuse in language experience or stress.

It should also be realized that the environment is a big influence on the ability of a child's brain, which in turn, will affect the skill in processing words and speaking. Lack of communication solicitation of minor impact on the lack of language skills a child who makes it tends to be quiet.

Meanwhile, Gardner (2001: 342) describes the characteristics of people who have the verbal-linguistic intelligence as follows: sensitive to patterns, regular, systematic basis, to argue, like to listen to, love to read, love to write, spell easily, love to play the word, has sharp memories about trivial things, public speaker and debater reliable.

DISCUSSION

There are several models of learning verbal-linguistic intelligence can be developed through the study of literature. The model in question is telling the story, (a) arguing, (b) discussion, (c) interpreting, (d) submitting a report, (E) Speaking and writing about literature.

Verbal-linguistic intelligence as in the table 1 describes one of the learning models that can be developed specifically into the learning-based literary-linguistic by implementing teaching strategies such as debating, discussing, interpreting, relaying reports, speaking and writing. The application of learning strategies such as this allows the best possible learning conditions satisfy the end as the standard of competency to be attained on the ultimate goal of learning-based verbal-linguistic literature. Such strategies offer an opportunity that simply open the inception of such profession expert/author, presenter, negotiator, journalist, editor, orator and it is as well as other professions are listed in table 1. The following simple chart presented on the steps of the activity-based verbal linguistic intelligence.

Representation tells the story is the learning model verbal-linguistic intelligence through learning literature by way of retelling the story contained in literary works that have been read or heard for students. Because the emphasis on storytelling, the literature is

Table 1. Verbal-Linguistic Intelligence

Verbal-Linguistic Intelligence				
Definition	Characteristic	Teaching Strategy	Best Ending Result	Figures
The ability to think in the form of words, use of language to express, and to appreciate the complexity of a meaning.	<p>Listen and respond to each rhythm sound, color, and the various expressions of the word</p> <p>Mimicking sounds, language, reading, and writing of others.</p> <p>Listen, read include spelling, writing, and discussion.</p> <p>Listen effectively, understand, decipher, interpret, and remember what is spoken.</p> <p>Read effectively, understand, summarize, interpret or explain, and given what I've read.</p> <p>Talk effectively to a wide range of listeners, a variety of destinations, and knowing how to speak a simple, eloquent, persuasive, or passionate at the right time.</p> <p>Write effectively, understand, and apply the rules of grammar, spelling and punctuation use effective vocabulary.</p> <p>Shows ability to master other languages.</p> <p>Use the skills of listening, speaking, writing, and reading to remember, communicate, discuss, explain, influence, creating knowledge, the compose the meaning, as well as describing the languages of hiw.</p>	<p>Read</p> <p>Write information</p> <p>Wrote the script</p> <p>Interview</p> <p>Presentation</p> <p>Storytelling</p> <p>Debate</p> <p>Make a poem</p> <p>Create short stories</p> <p>Create a bulletin</p> <p>FAQ</p> <p>Guess characters</p> <p>Guess Word</p> <p>Revising Meaning</p> <p>Game vocabulary</p> <p>Pantun</p> <p>report an event (reportage)</p>	<p>Short story writer</p> <p>Literati</p> <p>Readers of poetry</p> <p>Author</p> <p>Author's</p> <p>Scenario</p> <p>screenwriter</p> <p>Drama</p> <p>Reporter</p> <p>Editor</p> <p>Orator</p> <p>political Experts</p> <p>Radio announcer</p> <p>Presenter</p> <p>Teachers/lecturers</p> <p>a lecturer</p> <p>Translator</p> <p>Attorney</p> <p>News</p> <p>Announcer</p> <p>Public speakers</p> <p>host</p> <p>Comedian</p> <p>Negotiator</p> <p>storytellers</p>	<p>Andrea Hirata (novelist), Salman Aristo (screenwriter), j. k. Rowling (novelist, nonfiction), WS Renra (poem/poet), Hernowo (author), Dr. Taufiq Pasiat (author/speaker), Muneef Chatib (author/trainer/teacher), Sapardi Djoko Damono, Prof. (writer/Lecturer), Efendi Ghozali (Lecturer/expert politics negotiator), Zasli Rais (newsreader), Zain Uchrowi (journalist), Adnan Nasution Jars (lawyer), Tantowi Yahya (presenter), Erwida Maulia (reporter), K.H. Zainuddin M.Z. (pencerama), Farhan (radio announcer), P.M. Toh (storyteller), Jusuf Kalla and Let Al Katiri (negotiators), Samantha Smith (grade 5 ELEMENTARY SCHOOL, a UNITED NATIONS Envoy for peace, with his letter successfully demonstrated to Yuri Andropop, President of the Soviet Union, not to perform a nuclear attack against America, the time of the cold war), Asep Andy Budimanjaya (United Kingdom language teacher/presenter/trainer CSR Kalbe Nutrisional), Adiar (teacher).</p>

is heard or read students' literature work that contains the story, such as fairy tales, plays, novels, poems or ballads.

We may follow those steps

1. Students are required to listen to or read the literature that has been prepared teachers.
2. Students noted the main points of the story is heard or read.
3. Students retell the story that has heard or read, either orally or in writing.
4. Then, we have to note that:
5. Literary work is heard or read students should be in accordance with the development of students, and it would be better if the literary works from the area where the student is domiciled. It indirectly will pre-

serve the values and local culture, both in terms of content and language.

6. The time allotted should be appropriate to the type of rich literature that will be retold, in particular the thickness of literary works is read and / or duration of a literary work is heard.

At last, it is may usefull to be an example:

1. Read the one folklore of Southeast Sulawesi with the title "Larumbalangi"!
2. Write down the main points of the story contained in folklore who has just read out!
3. Recount in writing the story contained in the folklore while watching the main points of a story that has been recorded!

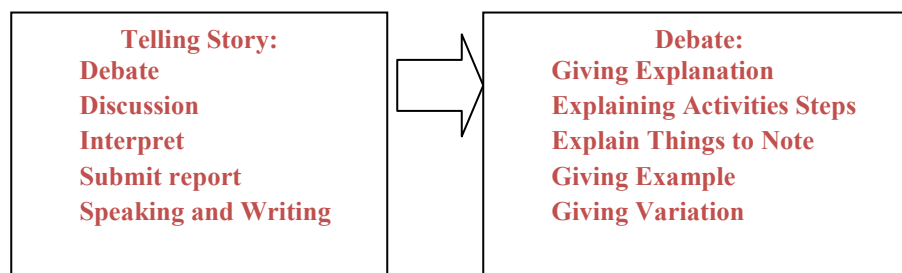


Figure 1. Steps Learning Activities Diagram

In addition, we may do such variation as well as:

1. Teacher also read fairy tales to students.
2. While listening to the tale read by teachers, students record the main points of the story.
3. Teacher read Fairytale is not too long, but still reflects the integrity of the story.

Later on, rrepresentation argue that is learning model verbal-linguistic intelligence through the study of literature by maintaining an opinion on events, behaviors, or other phenomena contained in literary works are read or heard. For the smooth implementation of this model, the selected literary works should be a literary work whose content could trigger dissent for most students argue that the purpose can be achieved. A literature raised in this debate is the folklore of Southeast Sulawesi. Folklore is meant folklore "Larumbalangi". Folklore "Larumbalangi" is still a debate about the origin and who actually figures that illustrate the folklore.

Following steps are available:

1. To be more organized and much easier in the debate, the class is divided into two

groups, namely the pro and contra groups. Group of approve attitude, behavior, and opinion of the main character. The group of contradict rejects the attitude, behavior, and the opinion of the main character.

2. Once the debate is completed under the guidance of teachers, students are asked to read the literature (*larumbalangi* folklore) which has been prepared
3. Each group was asked for his opinion by means pitted arguments and demonstrate a variety of reasons to support his opinion.
4. But,we have to noted also that:
5. The opinion of each group (both pro and contra groups) should be formulated clearly by teachers so as to facilitate the students (group) in the search for the reasons contained in literary works are read or heard.
6. The time provided for the debate should be enough so that each group (both group pro and contra groups) can provide the argument completely.

Lets take it as an example:

1. Read the story of other people of Southeast Sulawesi titled "Konggaaha" below.

2. Record the attitudes, actions, and the opinion of the main character!
3. For the pro, look for the reasons why you agree or disagree on the attitudes, actions, and the opinion of the main character! Conversely, for the counter, look the reason why you refuse or do not agree on the attitudes, actions, and actors' statement!
4. d) After that, start arguing about the attitudes, actions, and the opinion of the main character in the folklore of Southeast Sulawesi "*Konggaaha*", guided by the teacher.

We also variate by those:

1. Teachers can also read the story the story to the students.
2. While listening to stories read by teachers, students record the main points of the story, especially the attitudes, actions, and the opinion of the main character.
3. It tells the story read by the teacher is not too long, but still reflects the integrity of the story.
4. The teacher tells the students (pro or con) to give a reason for each.
5. After that, followed by a debate between the pro and cons and if the teacher guided.

The Components include the ability to manipulate intelligence (minute tweaks and master) grammar, phonology language sound system, a system semantic meaning of language, use of language and its usage rules pragmatic.

Verbal-linguistic intelligence includes the ability of language skills, including listening skills (listening carefully and critically) verbal information, the ability to read effectively, speech, and writing skills. Individuals who quickly capture oral and written information can be said linguistically although maybe not so good at talking or writing.

Verbal-linguistic intelligence has several indicators or special traits of intelligence. This intelligence shows sensitivity of sound, structure, meaning, function words, and language. Individuals who have this intelligence tended to show the following:

1. Happy and effective communication, both verbal and written
2. Great and good in making up stories.
3. Glad to discuss and follow the debate an issue.
4. Joyful and make learning became effective for foreign languages.
5. Cheerful when play language games. They enjoy the game sound, sensitive to humor

- that arise as a result of the exchange of sound, and sensitive to the words.
6. Glad to read and can reach a height of understanding. They were able to capture the meaning behind the words.
7. Easy to remember a quote, speech experts, specialists, paragraph.
8. Not easily mistyped or misspelled.
9. Intelligent make jokes. They are good at making humor, associate serious facts with facts similar, but clearly not related and cause cuteness.
10. Able to write poetry.
11. Accurately in grammar. They are sensitive to the structure, seldom malformed said.
12. Rich vocabulary. They were able to talk with a lot of vocabulary and describe more clearly.
13. Write clearly. They are able to imagine whether the reader is able to understand what's on they wrote.

In children, verbal-linguistic intelligence emerging from the various forms and the following activities:

1. Children love to communicate with other people, both with peers and adults aged 2-6 years
2. Children love to talk at length about the everyday experience, what is seen and in the know (3-6 years)
3. Children easily remember the names of friends and family (ages 2-6 years), places or things trivial ever heard or seen, including advertising (ages 3-6 years)
4. Children love to carry around a book and pretended to read (2-4 years), love the book and spell quickly than children his age (4-6 years)
5. Children easy words, like puns, humorous (ages 3-6 years)
6. Children love and attention to stories or reading stories from teachers (aged 2-6 years) and can retell well (ages 4-6 years)
8. Children vocabulary exceeds many of the children his age are shown when children speak (ages 3-6 years)
9. Children like around mimic inscription and showed the achievement of children of his age; able to make linear repetition (ages 4-6 years), random letters aged 3-6 years, and wrote with a sound or phonetic spelling (TK A) and write the correct spelling portion (TK B)
10. Children love to read the writing on the labels of food-electronics, signage, store-

house, the titles, and the like.

11. Children enjoy a game of linguistics, such as guess word, random letters, and fill in the pieces of the story told

CONCLUSION

Verbal-linguistic intelligence is the ability to use words effectively, both orally and in writing. This intelligence includes sensitivity to the meaning of words, the order of words, sounds, rhythm and intonation of the spoken word. Including the ability to understand the power of words to change the state of mind and convey information.

The core components of verbal-linguistic intelligence, covering skill of manipulate grammar, phonology, semantics, and pragmatics. To stimulate the intellect of a child using verbal language, we can take the following ways: (1) often invite children conversing, (2) often read stories / fables, (3) often teaches singing / song.

There are several models of educational verbal-linguistic intelligence can be developed through the study of literature. The model in question is tells the story, include: a) arguing, b) discussion, c) interpreting, d) submitting reports, e) talking and writing about literature.

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