

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents some important parts of the research, they are: background of study, research question, objectives of study, significance of study, and definition of key term.

#### **A. Background of Study**

Learning language might be considered as a challenging task for some people but not for others. It is caused by the fact that everyone learn differently on her/his way. Many factors can affect students in learning language, one of them is intelligence. Intelligence becomes an individual difference that influence students in learning language, whether as a second or foreign language. Intelligence is really involved in the process of learning a foreign language especially English. Intelligence itself has many definitions throughout years. Some experts conducted lot of research due to the development of intelligence theory. In the past, intelligence was measured by Intelligent Quotient (IQ) test that focused on both linguistic and logical intelligence. This traditional notion of intelligence based on IQ test is very limited. Instead, Gardner proposed a theory of multiple intelligences, including linguistic intelligence (Gardner, 2011).

Human has eight intelligences, they are: linguistic intelligence, musical

intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinaesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and natural intelligence (Gardner, 2011). As one of multiple intelligences, linguistic intelligence is related to language. This intelligence is most frequently used in daily activities. Linguistic intelligence is associated with the skills of speaking, writing, listening and reading. It is also including the ability to deliver and understand the message to/from other people. Since linguistic intelligence has more to do with words, this intelligence has an important role in the process of learning language.

Linguistic intelligence is believed by some people as God's gift for it is influenced by genetic inheritance and biological factors and there is no human's invention. Meanwhile, the others believed that linguistic intelligence is nurture which means that it can be taught (Halil, 2017). The students who have low linguistic intelligence possibly can develop this intelligence through nurture process with the help of teacher. So does who have high linguistic intelligence can accelerate the development process of their linguistic intelligence.

In the Qur'an, surah Al-A'raf verse 143 which reads:

وَلَمَّا جَاءَ مُوسَىٰ لِمِيقَاتِنَا وَكَلَّمَهُ رَبُّهُ قَالَ رَبِّ أَرِنِي أَنْظُرْ إِلَيْكَ ۚ قَالَ لَنْ تَرَنِي وَلَٰكِنْ أَنْظُرْ إِلَى الْجَبَلِ فَإِنِ اسْتَقَرَّ مَكَانَهُ فَسَوْفَ تَرَنِي ۚ فَلَمَّا تَجَلَّىٰ رَبُّهُ لِلْجَبَلِ جَعَلَهُ دَكًّا وَخَرَّ مُوسَىٰ صَعْفًا ۚ فَلَمَّا أَفَاقَ قَالَ سُبْحَانَكَ تُبْتُ إِلَيْكَ وَأَنَا أَوَّلُ الْمُؤْمِنِينَ

In the verse above, Prophet Moses was able to deliver what he wanted to Allah the Almighty. Allah the Almighty has honored human with linguistic intelligence to be able to speak with others. They can talk and communicate with other people.

According to Gardner theory, both teachers and students have their dominant intelligence. Some students may be best at linguistic intelligence but not at musical intelligence and vice versa (Gardner, 2011). Since linguistic intelligence has to do more with words, it becomes an important thing that is needed to consider in English teaching and learning. As teachers, they can use many strategies that can develop students' linguistic intelligence, so that teachers can help students to understand more about language, engage easily in the English lesson and make them more attracted in English language learning.

State Islamic University of Antasari Banjarmasin obligates all new students to learn foreign language (English & Arabic) for about 2 semesters. This program is called *UPB* that stands for *Unit Pengembangan Bahasa*. English class is held every three days a week. In English classes, the teachers give lesson about English language based on *UPB's* book. In the process of English teaching and learning, the teachers implement many strategies to develop students' linguistic intelligence in the class.

Several related studies have been undertaken to investigate linguistic

intelligence. Firstly, linguistic intelligence of undergraduate EFL learners of one state Islamic university in Palembang was described and analysed. It can be known from the study that there was a small number of the learners who used the language effectively in rhetoric, mnemonic, explanation, and metalinguistic aspects. Moreover, all of the participants did not fully possess all of the aspects of linguistic intelligence (Erlina et al., 2019). From the study, it can be said that some students' linguistic intelligence were still low and need to be developed.

Secondly, the study conducted by Halil analyzed how to apply the literary learning model based on verbal-linguistic intelligence. In short, the conclusion of the study stated that learning based models of verbal linguistic intelligence can be designed with attention into five components namely: (1) definition, (2) characteristic, (3) teaching strategy, (4) final learning outcomes, and (5) figures (Halil, 2017). It can be inferred from the study that teaching strategy can influence linguistic intelligence of students.

Another studies conducted about strategies and efforts implemented by the teachers to develop students' linguistic intelligence for young learners. The results of the study stated that in developing students' linguistic intelligence, the students used many strategies such as, storytelling, singing, and asking and answering questions. Teachers' efforts to develop students' linguistic intelligence is by using students-centred learning. Moreover, the factors that influence the teachers' strategies are internal (teachers' creativity and teaching media) and external

factors such as activities outside the class (Kharismawati, 2017, Munawwarah, 2019). From the studies, it can be stated that teachers' strategies can develop students' linguistic intelligence.

Based on the previous studies and the importance of linguistic intelligence in language learning, the researcher conduct the research to know about teachers' strategies in developing students' linguistic intelligence at *Unit Pengembangan Bahasa* UIN Antasari Banjarmasin.

#### **B. Research Questions**

1. What are teachers' strategies in developing students' linguistic intelligence at *Unit Pengembangan Bahasa* UIN Antasari Banjarmasin?
2. What are the aspects of linguistic intelligence developed by the teachers of *Unit Pengembangan Bahasa* UIN Antasari Banjarmasin?

#### **C. Objectives of Study**

1. To know teachers' strategies in developing students' linguistic intelligence at *Unit Pengembangan Bahasa* UIN Antasari Banjarmasin.
2. To know the aspects of linguistic intelligence developed by the teachers of *Unit Pengembangan Bahasa* UIN Antasari Banjarmasin.

#### **D. Significance of Study**

The significance of the study can be theoretically and practically, such as:

1. Theoretically

- a. The results of the study can be used as input in understanding teachers' strategies in developing students' linguistic intelligence.
- b. The results of the study can be used as input in understanding the aspects of linguistic intelligence developed by the teachers.
- c. The results of the study can be used as the reference for those who want to conduct a research about linguistic intelligence.

## 2. Practically

- a. For the teachers of *UPB*, the results of this study is expected to give an input to the teachers in implementing and exploring other strategies to develop students' linguistic intelligence.
- b. For the students, the results of this study is expected to give an input to the students in participating every learning in the class maximally so that their linguistic intelligence will be developed well.
- c. For readers, the result of this study is expected to make readers interested in observing teachers' strategies to develop students' linguistic intelligence from other point of view.

## **E. Definition of Key Terms**

### 1. Teacher's strategy

Strategy that is meant in this research is a pattern that is planned and determined intentionally by the teachers to carry out activities or action. In

this research, the researcher focus on the strategies carried out by the teachers in developing students' linguistic intelligence at *UPB* UIN Antasari Banjarmasin.

## 2. Linguistic intelligence

Linguistic intelligence in this research is defined as the human's ability to use words effectively, whether orally or in writing, the ability to learn languages, and to use language to accomplish certain goal (Armstrong, 2009; Gardner, 2000).

## 3. Aspects of Linguistic Intelligence

Aspects of linguistic intelligence in this research are the indicators of linguistic intelligence they are: rhetoric (the ability to use language to convince other individuals), mnemonic (the ability to use language to remember information), explanation (the ability to use language in providing the information), and metalinguistic (the language potential to explain its own activities).

## 4. Teachers of *Unit Pengembangan Bahasa (UPB)*

*Unit Pengembangan Bahasa* or *UPB* is a program that hold by UIN Antasari Banjarmasin which obligates all new students to learn foreign language (English & Arabic) for about 2 semesters. The researcher conduct

the research at English classes of *UPB* UIN Antasari Banjarmasin. Moreover, teachers of *UPB* classes in this research means pre-intermediate English teachers classes of *UPB* UIN Antasari Banjarmasin semester 2, 2019/2020, they are the teachers of group 1 – group 40.