

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to answer the research question about teachers' strategies to develop students' linguistic intelligence and the aspects of linguistic intelligence developed by the teachers of *UPB*.

A. Findings

In findings, the researcher presents the data that have been collected from questionnaire and interview with the participants. The data will be presented in the table and descriptive form to explain the strategies and aspects of linguistic intelligence that are developed by the teachers.

1. Teachers' Strategies in Developing Students' Linguistic Intelligence

This sub-chapter will discuss about findings from questionnaire and interview. There are some strategies that teachers use in developing students' linguistic intelligence. Here is table 4.1 that shows some strategies used by the teachers to develop students' linguistic intelligence at *UPB* UIN Antasari Banjarmasin.

Table 4.1

The Strategies Implemented to Develop Students' Linguistic Intelligence at UPB UIN Antasari Banjarmasin

No.	Statement	Answer			
		1	2	3	4
1.	I implement brainstorming to develop students' linguistic intelligence.	0%	7.5%	35%	57.5%
2.	I implement story-telling to develop students' linguistic intelligence.	27.5%	50%	17.5%	5%
3.	I implement tape-recording to develop students' linguistic intelligence.	5%	40%	40%	15%
4.	I implement journal writing to develop students' linguistic intelligence.	37.5%	45%	15%	2.5%
5.	I implement publishing to develop students' linguistic intelligence.	35%	35%	30%	0%
6.	I implement oral presentation to develop students' linguistic intelligence.	0%	12.5%	45%	42.5%
7.	I implement playing word games to develop students' linguistic intelligence.	7.5%	15%	55%	22.5%
Note: Option 1 = never, 2 = occasionally, 3 = often, and 4 = always					

To know more information about the strategies implemented by the teachers in developing students' linguistic intelligence, the researcher interviewed 10 teachers by voice call and recorded the results. After analyzing the result of questionnaire and interview, the researcher found that every teacher had his/her own strategies in developing students' linguistic intelligence. Some strategies implemented by the teachers in the classes to develop students' linguistic intelligence were:

a. Brainstorming

In the table 4.1, the questionnaire result showed that 57.5% of *UPB* teachers always implemented brainstorming to develop students' linguistic intelligence. In contrast with that, 7.5% of *UPB* teachers answered occasionally, 35% of them answered sometimes and no one who answered never. From the data above, it can be known that the percentage of teachers who implement the strategy was high.

The data above is in line with the results of interview that was done after they answered to the questionnaire. There were five out of ten teachers who said always implemented brainstorming to develop students' linguistic intelligence. For example, one of the teachers said, "Semua pembelajaran yang saya terapkan harus ada brainstorming nya dulu" (I, interview result, May 6, 2020), furthermore, the other four of them responded similar answer, "Brainstorming iya pasti, pokoknya warm up dulu sebelum memulai pelajaran" (Interview result, Jun 2, 2020).

Besides the teachers who answered always, the rest five teachers being interviewed responded that they sometimes implemented brainstorming to develop students' linguistic intelligence. For example, one of the teachers said, "Iya biasanya dikaitkan dengan pelajaran yang ingin dipelajari" (A, interview result, May 15, 2020). In addition, the last four teachers said, "Iya,

di buku kan sudah ada part untuk brainstorming nya, jadi bisa menggunakan bahan itu” (Interview result, May 16, 2020).

The teachers implemented brainstorming differently. Some of the teachers stated that they used pictures provided in *UPB* book to brainstorm the students. They are RJ, YR, NQ, M and DK. YR stated that she asked some questions related to the pictures such as: "Do you know who this person is?, can you describe this person?" (YR, interview result, May 16, 2020). While the others stated that they asked the students to think or mention about things related to the topic of lesson (Interview results, June 20, 2020). Lastly, AR added that brainstorming was done by asking about the current issue that happens in the society, exploring students' opinion and asking students to give if there is solution of it. (AR, interview result, May 14, 2020).

b. Story-telling

The data of the questionnaire in the table 4.1 showed that 50% of *UPB* teachers occasionally implemented story-telling to develop students' linguistic intelligence. In contrast with that, only 5% of *UPB* teachers who answered always implemented it. In addition, 27.5% of them answered never and 17.5% answered sometimes implemented it. From the data above, it can be known that the percentage of teachers who implement the strategy was low.

The data above is confirmed with the results of interview with ten out

of forty teachers who answered the questionnaire. Three of ten teachers stated they occasionally used story-telling to develop students' linguistic intelligence. For example, one of the teachers said:

“Saya pernah kasih cerita pendek ke mahasiswa, kemudian saya suruh ceritakan kembali di depan kelas. Tetapi karna satu kelas ada banyak mahasiswa nya, sangat memakan waktu, jadi jarang menggunakan itu” (AR, interview result, May 14, 2020).

In addition, another two teachers said, “Ketika story-telling, kadang mahasiswa dikasih waktu 5 menit untuk bercerita” (Interview result, May 6, 2020).

Lastly, the rest seven out of ten teachers stated that they never implemented story-telling strategy. For example, four of the teachers said, “Saya tidak menggunakan storytelling untuk meningkatkan linguistic mahasiswa” (Interview result, June 20, 2020). Moreover, another two teachers said, “Oh, kalau story-telling tidak sih untuk mengajar” (Interview result, May 6, 2020). Instead of storytelling, the last one teacher said that she preferred to request the students to retell a story, for example about family. The students were requested to make a story with family tree, then retell the class about their family tree (RJ, interview result, May 5, 2020).

c. Tape-recording

Based on the results of questionnaire in the table 4.1, it is founded that 40% of *UPB* teachers answered they occasionally implemented tape-recording strategy so did 40% of the teachers answered sometimes implemented it to develop students' linguistic intelligence. In contrast with that, 5% of *UPB* teachers answered never, and 15% of them answered always implemented it. From the data above, it can be said that the percentage of teachers who implement the strategy was moderate/high.

The data above is confirmed with the results of interview which was done after they responded to the questionnaire. Firstly, there were six out of ten teachers who said sometimes implemented the strategy. For example, two of the teachers stated, "Oh iya, selama belajar online saya biasanya menyuruh anak untuk merekam suara nya, misalnya pilih satu tema, terus dideskripsikan" (NQ and YR, interview result, June 3 and May 16, 2020). Furthermore, another three teachers stated, "Iya jadi supaya tau pronunciation mereka, gimana mereka baca, jadi pakai rekaman suara mereka, terus dikirim" (Interview result, May 6, 2020). In addition, the rest one of the teachers explained that the students were requested to read the texts provided in *UPB* book and record their voice. If there was a long text of reading, the teacher would divide the students into some groups. The teacher said that recording was done to check the pronunciation of the students and the way they read the

text (A, interview result, May 15, 2020). Moreover, the recording could be sent via whatsapp or Google classroom.

Secondly, there was only one out of ten teachers who never implemented this strategy. He said, “Saya belum ada menggunakan strategi rekaman seperti itu” (AR, interview result, May 14, 2020). Lastly, the rest three out of ten teachers answered occasionally used this strategy to develop students’ linguistic intelligence. For example, one of them said, “Oh iya kadang rekaman untuk tugas final.” (M, interview result, June 20, 2020). The other teachers added that recording was used after holding a quiz in the class. For those who were lose in the quiz should send voice recording about the lesson to the teachers (RW, interview result, June 20, 2020).

d. Journal Writing

The results of the questionnaire in the table 4.1 showed that 45% of *UPB* teachers occasionally implemented brainstorming to develop students’ linguistic intelligence. In contrast with that, 2.5% of *UPB* teachers answered always, 15% of the teachers answered sometimes and 37.5% who answered never. From the data above, it can be said that the percentage of teachers who implement the strategy was low.

The data of questionnaire is in line with the results of interview. The results of interview showed that all of ten teachers never implemented journal

writing to develop students' linguistic intelligence. Most of the teachers stated the same answer, for example, five of the teachers said, “Kalau jurnal belum pernah sih” (Interview result, May 16, 2020).

Instead of journal writing, the teachers of *UPB* stated that they tended to request the students to write about something else like short story and essay. For example, two of the teachers YR and M stated that “Kalau jurnal belum pernah, biasanya nulis essay yang simple topik nya” (Interview result, May 16, 2020). In addition, the other two A and RJ requested the students to write a short story, like they said, “Biasanya disuruh nulis short story aja” (Interview result, May 5, 2020). Lastly, AR stated that for writing he usually asked the students to write formal letters yet still found that most of students use spoken language for it (AR, interview result, May 14, 2020).

e. Publishing Strategy

The data gained from the questionnaire in the table 4.1 showed that 35% of *UPB* teachers never implemented publishing strategy so did 35% answered occasionally implemented it to develop students' linguistic intelligence. In contrast with that, 30% teachers of *UPB* answered sometimes and no one who answered always. From the data above, it can be said that the percentage of teachers who implement the strategy was moderate/low.

The data above is in line with the results of interview that was done

after they responded to the questionnaire. There were five out of ten teachers who said never implemented publishing strategy to develop students' linguistic intelligence. For example, one of the teachers stated, "Belum pernah sih, biasanya dikirimkan ke saya saja langsung" (AR, interview result, May 14, 2020). Furthermore, the other four of the teachers answered similar answer, "Saya tidak menyuruh anak untuk mem publish sih" (Interview result, May 6, 2020).

Lastly, the last five out of ten teachers answered occasionally. For example, one of the teachers stated, "Saya meminta mahasiswa untuk publish video mereka, misalnya video of making something atau procedural text, jadi mereka menyebutkan bahan-bahan nya, alat yang digunakan, menjelaskan how to make it, terus di upload di Youtube dengan hashtag *UPB Group 16*" (I, interview result, May 6, 2020). The other four teachers, M, RJ, DK, and YR stated that they asked the students to publish the work on instagram. One of the teachers stated that Instagram story was really useful for publishing the result of students' task (RJ, interview result, May 5, 2020). The teacher asked for students to post in Instagram story related to some topic of the lessons such as describing people, writing invitation, making short story, or even review a movie or book. In line with it, another teacher added that she asked the students to make a greeting card then post it in Instagram story and mention the teacher. After that the teacher would check the task and correct it

if any mistakes (YR, interview result, May 16, 2020).

f. Oral Presentation

Based on the questionnaire results in the table 4.1, it is founded that 45% of *UPB* teachers sometimes implemented oral presentation to develop students' linguistic intelligence. In contrast with that, 12.5% of *UPB* teachers answered occasionally implemented it. In addition, 42.5% of them answered always implemented it and no one answered never. From the data above, it can be known that the percentage of teachers who implement the strategy was high.

The data above is in line with the results of interview that was done after they responded to the questionnaire. Firstly, there were five out of ten teachers answered sometimes implemented oral presentation. For example, two of the teachers said, “Kalau presentasi biasanya tentang family bikin ppt, tentang public holiday” (NQ and I, interview result, June 3 and May 6, 2020 in turn). In addition, RN stated, “biasanya kalau presentasi bisa ketika tema procedure text, mereka demo di depan kelas” (RN, interview result, June 20, 2020). Furthermore, the rest two of the teachers said, “Biasanya presentasi tentang perayaan-perayaan yang ada di dunia” (interview result, May 16, 2020).

Secondly, there was only one teacher who answered never implemented it, the teacher said, “Kalau presentasi saya tidak pernah di kelas”

(DRS, interview result, May 6, 2020). Lastly, four out of ten teachers answered occasionally implemented oral presentation. For example, three of the teachers said, “Untuk presentasi ada tapi jarang, setelah presentasi baru tanya jawab” (Interview result, June 20, 2020). Another teacher said “Untuk presentasi jarang sekali, saya suka sebenarnya cuman tadi waktu jadi kendala” (AR, interview result, May 14, 2020).

g. Playing word Games

According to the results of the questionnaire in the table 4.1, it is showed that 55% of *UPB* teachers sometimes implemented playing word games to develop students’ linguistic intelligence. In contrast with that, 7.5% of *UPB* teachers answered never implemented it. In addition, 22.5% and 15% of them answered always and occasionally implemented it. From the data above, it can be known that the percentage of teachers who implement the strategy was high.

The data above is confirmed with the results of interview which was done after they responded to the questionnaire. There were nine out of ten teachers answered sometimes implemented playing word games. For example, three of the teachers said “Untuk games itu biasanya head and tail, menyusun kalimat juga” (YR, DRS, and A, interview results, May 16, 2020). In addition, two of the teachers they are NQ and RN stated, “Whispering games sih

biasanya kalau di kelas” (Interview results, June 3 and 20, 2020). Moreover, the rest four of the teachers responded similar answer that, “Menggunakan games biasanya, soalnya anak lebih semangat kalau aktivitas yang tidak terlalu serius” (Interview result, June 2, 2020).

Lastly, only one teacher who answer occasionally implemented playing word game to develop students’ linguistic intelligence. The teacher said, “Bermain games kadang di awal pembelajaran sambil nunggu teman yang lain datang, mengisi waktu” (A, interview result, May 15, 2020).

Another games that teachers implemented in the classes such as Bingo, Jenga, playing with songs and chairs and cards games. Besides offline games, the teacher also used kahoot for holding games when e-learning. One of the teachers said that it was very easy to use some online application to hold games for students because the application provides many features for games in teaching and learning. (I, interview result, May 6, 2020).

2. Aspects of Linguistic Intelligence Developed by The Teachers

Based on the result of questionnaire, there are some aspects of linguistic intelligence developed by the teachers. Here is the table 4.2 that shows students’ linguistic intelligence’s aspects developed by the teachers of *UPB* classes.

Table 4.2

The Aspects of Linguistic Intelligence Developed by The Teachers

No.	Statement	Option			
		1	2	3	4
1.	Strategy that I implement in the class develop students' ability to use language to speak fluently.	0%	0%	65%	35%
2.	Strategy that I implement in the class develop students' ability to use language to express their thoughts.	0%	2.5%	75%	22.5%
3.	Strategy that I implement in the class develop students' ability to use language to solve the problem in given situation.	0%	5%	70%	25%
4.	Strategy that I implement in the class develop students' ability to remember information.	2.5%	2.5%	57.5%	37.5%
5.	Strategy that I implement in the class develop students' ability to develop information/explanation.	0%	2.5%	77.5%	20%
6.	Strategy that I implement in the class develop students' ability to use language for transferring information/explanation to others.	0%	5%	67.5%	27.5%
7.	Strategy that I implement in the class develop students' ability to use language to present their knowledge.	0%	2.5%	70%	27.5%
8.	Strategy that I implement in the class develop students' ability to use language to talk/ask about language itself.	2.5%	7.5%	57.5%	32.5%
Note: Option 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree					

After getting the results of questionnaire about aspects developed by the teachers of group 1-40, the researcher interviewed 10 teachers to get more information. The result of the questionnaire and interview about aspects that

were developed by the teachers could be grouped into 4 aspects, these aspects were elaborated in these findings:

a. Rhetoric

Rhetoric aspects can be indicated from the statements number one until three of the questionnaire. Firstly, based on the result of questionnaire in the table 4.2 statement number one, it is showed that 65% of *UPB* teachers agreed that the strategies they implemented in the class develop students' ability to use language to speak fluently, furthermore, 35% of the teachers answered strongly agree and no one of the teachers answered disagree. From the data above, it can be known that the percentage of teachers who develop the ability to use language to speak fluently was high.

The data above is confirmed with the results of interview which was done after they responded to the questionnaire. All of ten teachers stated that they develop students' ability to use language to speak fluently. For example, two of the teachers said, "Iya ditingkatkan, kalau untuk speaking lebih ditekankan kepada fluently dari pada akurasi nya. Kalau akurasi kan arah nya ke grammar, sedangkan fluently lebih ke pronunciation" (Interview result, May 16 and 15, 2020). In addition, one of the teachers stated, "Biasanya untuk meningkatkan kemampuan berbicara anak menggunakan games" (YR, interview result, May 16, 2020). Moreover, the rest seven of the teachers

answered similar answer “Iya pasti ya, kemampuan untuk berbicara pasti ditingkatkan” (Interview result, May 14, 2020).

Secondly, the data gained from the statement number two in the questionnaire result (table 4.2) showed that 75% of teachers agreed and 22.5% of the teachers strongly agree that they develop students’ ability to use language to express their thoughts. In contrast with that, only 2.5% of the teachers who answered disagree. From the data above, it can be known that the percentage of teachers who develop the ability to use language to express their thoughts was high.

The data above is in line with the result of interview that showed all of ten teachers agreed that they develop students’ ability to use language to express their thoughts. For example, two of the teachers stated, “Untuk mengeksposikan pikiran mereka, bisa secara verbal maupun tulis, misalnya review movie, jadi pendapat mereka tentang film” (interview result, June 2 and May 16, 2020). The other teachers stated, “Saya meningkatkan kemampuan anak dalam mengekspresikan ide nya dari bertanya tentang kejadian yang sedang rame, misalnya korona, tanya tentang hal itu” (AR, interview result, May 14, 2020). The rest seven of the teachers stated similar answer, “Iya kemampuan mahasiswa untuk mengekspresikan pikiran nya, misalnya kalau tulisan bisa dalam bentuk essay, pengalaman pribadi dan lain-lain” (Interview result, May 16, 2020)

Lastly, according to the result of questionnaire in the table 4.2 statement number three, it is founded that 70% of the teachers agreed and 25% of the teachers strongly agree that they develop students' ability to use language to solve the problem in given situation. On the contrary, only 5% of the teachers who answered disagree. From the data above, it can be said that the percentage of teachers who develop the ability to use language to solve the problem in given situation was high.

The result of questionnaire is in line with the result of interview that is showed all of ten teachers agreed they develop students' ability to use language to solve the problem in given situation. For example, one of the teachers stated, "Iya, kalau saya biasanya problem solving sih ke mahasiswa, jadi misalkan ada kasus yang lagi rame dibicarakan, mereka diberi kesempatan gitu" (AR, interview result, May 14, 2020). Another teacher added that after presentation in the class, the teacher gave time for students to ask to the presenters and the presenters were given time to answer the question using English language (DK, interview result, June 2, 2020). The rest eight teachers stated similar answer, "Iya, ditingkatkan nya misal dari aktivitas presentasi di kelas, ketika ada sesi Tanya jawab, disana mereka dituntut untuk bisa menjawab atau menyelesaikan masalah yang ada dengan menggunakan Bahasa" (Interview result, June 20, 2020).

b. Mnemonic

Mnemonic aspect was showed in the statements number four and five in the table 4.2. According to the results of questionnaire number four, it is founded that 57.5% of the teachers agreed and 37.5% of the teachers strongly agree that the strategy they implemented develop students' ability to remember information. In contrast with that, only 5% of the teachers who disagree and strongly disagree with the statement. From the data above, it can be said that the percentage of teachers who develop students' ability to remember information was high.

The data above is in line with the result of interview after they responded to the questionnaire. Nine out of ten teachers agreed that they develop students' ability to remember information. For example, one of the teachers said, "Iya meningkatkan, mereka diminta untuk mengingat-ingat kembali apa yang sudah mereka pelajari" (RJ, interview result, May 5, 2020). Another teacher said, "Ditingkatkan sih, kadang kalau belajar grammar berkaitan satu sama lain, jadi saya buat rangkuman, kasih link juga" (M, interview result, June 20, 2020). Furthermore, the other teacher also stated, "Kalau untuk mengingat informasi, iya biasanya lebih ke drill sih, atau lebih ke saya review lagi materinya" (YR, interview result, May 16, 2020).

Moreover, the result of questionnaire number five in the table 4.2

showed that 77.5% of the teachers agreed and 20% of the teachers strongly agree that they develop students' ability to develop information/explanation. In contrast with that, only 2.5% of the teachers who answered disagreed. From the data above, it can be said that the percentage of teachers who develop students' ability to develop information/explanation was high.

The data above is confirmed with the result of interview that has done after they responded to the questionnaire. Seven out of ten teachers stated that they develop students' ability to develop information/explanation. For example, one of the teachers stated that to check the lesson and the previous lesson, the teacher asked students to deliver and develop what they know and their knowledge. (DK, interview result, Jun 2, 2020). In addition, another teacher said that in the last of the lesson, the students have to review what they have learnt using their own words (YR, interview result, May 16, 2020). In contrast with that, the rest three out of ten teachers disagreed that they develop students' ability to develop information/explanation. The teachers said, "Belum pernah kayak gitu ya, Biasanya lebih ke yes or no saja" (Interview result, May 6, 2020).

c. Explanation

Explanation aspects was showed in the statements number six and seven of the questionnaire. The result of questionnaire in the table 4.2 number

six showed that 67.5% of the teachers agreed and 27.5% of the teachers strongly agree that they develop students' ability to use language for transferring information/explanation to others. On the contrary, 5% of the teachers answered that they disagree. From the data above, it can be said that the percentage of teachers who develop students' ability to use language for transferring information/explanation to others was high.

The data above is in line with result of interview that has done after they responded to the questionnaire. Nine out of ten teachers agreed that they develop students' ability to use language for transferring information/explanation to others. For example, five of the teachers said, "Iya meningkatkan, transfer informasi dari teman ke teman. Jadi yang lebih paham menjelaskan ke yang belum" (Interview result, May 16, 2020). In addition, the other four teachers stated, "Iya, walaupun tidak full Bahasa Inggris, tapi mereka berusaha untuk transfer informasi dengan Bahasa Inggris" (Interview result, May 15, 2020). Lastly, the rest one teacher stated that he disagree develop students' ability to use language for transferring information/explanation to others (AR, interview result, May 14, 2020).

Furthermore, from the result of questionnaire in the table 4.2 number seven, it is founded that 70% of the teachers agreed and 27.5% of the teachers strongly agree that they develop students' ability to use language to present their knowledge. In contrast with that, only 2.5% of the teachers who

disagreed with the statement. From the data above, it can be said that the percentage of teachers who develop students' ability to use language to present their knowledge was high.

The data above is confirmed with the result of interview, it is known that six out of ten teachers agreed that they develop students' ability to use language to present their knowledge. For example, one of the teachers stated, "Iya, misalkan pada kesempatan procedure text, jadi mereka present their knowledge saat itu" (RN, interview result, June 20, 2020). The other five teachers stated that presenting students' knowledge also developed by the teachers from giving the time to do the presentation in the classes. In the presentation, the students could present what they know and transfer the information to the other students (Interview result, May 15, 2020). Lastly, there was four of ten teachers who answered disagreed that they develop students' ability to use language to present their knowledge. The teachers said, "Untuk mempresentasikan pengetahuan nya tidak sih menurut saya ditingkatkan" (Interview result, May 15, 2020).

d. Metalinguistic

The data gained from the questionnaire in the table 4.2 showed that 57.5% of the teachers agreed and 32.5% of the teachers strongly agree that they develop students' ability to use language to talk/ask about language

itself. On the contrary, only 2.5% of the teachers answered strongly disagree. From the data above, it can be known that the percentage of teachers who develop students' ability to use language to talk/ask about language itself was high.

The data above is confirmed with the results of interview which was done after they responded to the questionnaire. There were eight out of ten teachers who agreed that they develop students' ability to use language to talk/ask about language itself. For example, three of teachers said, "Iya dengan cara memberi kesempatan untuk bertanya tentang yang mereka kurang paham, tentang grammar misalnya" (M interview result, May 16 2020). The other teacher stated, "Mahasiswa sering bertanya, apalagi untuk pronunciation vocab ya, pengucapan gitu, kalau ada yang tidak ngerti, mereka bertanya" (Interview result, May 16, 2020). In contrast with that, the other two teachers stated that they disagree develop students' ability to use language to talk/ask about language itself. The teachers said, "Menurut saya, tidak meningkatkan kemampuan tersebut" (Interview result, May 14, 2020).

B. Discussion

Based on the findings stated before, the researcher will discuss the strategies used by the teachers in developing students' linguistic intelligence and the aspects of linguistic intelligence developed by the teachers of *UPB*.

Here are the discussion:

1. Teachers' Strategies in Developing Students' Linguistic Intelligence

The teachers implemented many strategies in the class to develop students' linguistic intelligence, they are:

a. Brainstorming

Based on the findings of the questionnaire in the table 4.1, it shows that the percentage of teachers who answer always and sometimes implement brainstorming were high (92.5%). In addition, the result of interview says that all of ten teachers, 5 sometimes and 5 always, implement this strategy to develop students' linguistic intelligence. It is in line with Armstrong's explanation that said if brainstorming strategy allows all students who have an idea to receive special acknowledgement for their original thoughts (Armstrong, 2009). By implementing brainstorming strategy in the class, the students are given opportunity to deliver and express their opinion by the teachers. What teacher do is in accordance with the general rules for brainstorming that are: students share whatever comes to mind that is relevant, no put-downs or criticism of any idea are allowed, and every idea counts (Armstrong, 2009).

Furthermore, in the questionnaire result, there are only 7.5% of the

teachers who occasionally implemented brainstorming strategy, it is in contrast with the result of interview that no one of the teachers answered occasionally implemented it. It is happened may be caused by some of the teachers did not answered seriously. Based on the discussion above, it can be inferred that most of *UPB* teachers implement brainstorming strategy to develop students' linguistic intelligence.

b. Story-telling

Story-telling should be viewed as a vital teaching tool, for so it has been being used all over the world for thousands of years (Armstrong, 2009). According to the findings in the table 4.1, the result of questionnaire shows that 50% of the teachers occasionally implement story-telling strategy in the classes, while in the interview, only three out of ten teachers who answered occasionally implemented it, furthermore, the rest seven of them answered never. It is in contrast with the result of previous study that stated story-telling is used for developing students' linguistic intelligence (Munawwarah, 2019). The probability of why most of the teachers answer occasionally in the questionnaire may be caused by some of them do not pay attention with the statement or did not really understand about the statement.

Moreover, it is known from the questionnaire that only 5% of the teachers always implement the strategy and 17.5% of the teachers sometimes

implement it. In other hand, the result of interview shows that all of the teachers answered occasionally and never. This is accordance with the theory that stated if time in preparation is one such disadvantage from storytelling (Rosen, 1988 in Woodhouse, 2008). Moreover, due to there are a big numbers of students in the class, one meeting is not enough to give the students experience to do story-telling one by one. In addition, the teachers has to decide what time or proportion of a session will be dedicated to story-telling (Woodhouse, 2008). From the discussion above, it can be known that most of *UPB* teachers do not implement this strategy.

c. Tape-recording

Recording can be used for students to “talk a loud” about a problem or a theme related to the topic of lesson (Armstrong, 2009). The findings in the table 4.1 shows that 40% of the teachers sometimes implemented recording strategy. It is supported by the result of interview that there are six out of ten teachers who answer sometimes implement the strategy to develop students’ linguistic intelligence. As stated in the theory that tape-recording is one of teaching strategies for linguistic intelligence (Armstrong, 2009).

Besides that, the findings of questionnaire shows that there are only small numbers of the teachers (5%) who never use recording strategy, furthermore, one out of ten teachers answered never in the result of interview.

It is not in accordance with Armstrong explanation that stated by recording the voice, students can learn about linguistic power, help them employ verbal skills to communicate, solve problems, and express inner feelings (Armstrong, 2009). Moreover, some students may use the tape recorder to send “oral letters” to other students in the classes, to share personal experiences, and to get feedback about how they are coming across to others in the classroom (Armstrong, 2009). According to the findings and the discussion above, it can be claimed that the teachers of *UPB* sometimes implement tape-recording strategy to develop students’ linguistic intelligence.

d. Journal Writing

According to the findings in the table 4.1, there are only small numbers of the teachers stated that they always and sometimes implemented the strategy to develop students’ linguistic intelligence (2.5% and 15% in turn). Moreover, the percentage of teachers who occasionally implement the strategy in the classes were 45%. It is in contrast with the result of interview that shows all of ten teachers stated never implemented the strategy. The probability of why most of the teachers answer occasionally in the questionnaire may be caused by some of them do not pay attention with the statement or did not really understand about the statement.

In the interview result, most of the teachers answered never implement

the strategy since writing journal is keeping ongoing story. Although the domain of journal writing can be broad or open ended such as writing about what was happening in the class, keeping a personal journal involves students in making ongoing written records that takes not only once but many times to do (Armstrong, 2009). Based on the discussion above, it can be claimed that the teachers of *UPB* do not implement journal writing strategy to develop students' linguistic intelligence.

e. Publishing Strategy

With many supporting technology nowadays, the teachers can take the advantage of social media for the importance of learning, for example to publish students' work (Armstrong, 2009). According to the findings in the table 4.1, the result of questionnaire shows that 35% of the teachers answered never and 35% of the teachers answered occasionally implemented publishing strategy to develop students' linguistic intelligence. It is supported by the result of interview that shows five out of ten teachers answered occasionally and the rest five of them answered never. This is in contrast with what Armstrong states that publishing is one of teaching strategies for linguistic intelligence (Armstrong, 2009). Moreover, by providing students with opportunities to publish and distribute their work, teacher can bring different message to the students that writing is not a dreary process but a powerful tool to communicate with others (Armstrong, 2009).

According to the findings of both questionnaire and interview and from the discussion above, it can be inferred that the teachers of *UPB* occasionally implement publishing strategy to develop students' linguistic intelligence.

f. Oral Presentation

It is known from the results of questionnaire in the table 4.1 that 45% of the teachers sometimes implement oral presentation to develop students' linguistic intelligence. Moreover, the result of interview shows that five out of ten teachers sometimes implement this strategy. It is in accordance with the theory of Armstrong that stated oral presentation in the class will give the opportunity to both of the presenters and the audience to practice their English abilities with other students in an authentic manner (Brooks, 2018). Moreover, Hoerr also explained that to help students develop their linguistic intelligence, teachers can involve students in making oral presentation (Hoerr, 2000).

In the findings of questionnaire, there are only 12.5% of the teachers who answer occasionally implement oral presentation strategy. It is not supported by the theory that states oral presentation gives good opportunity to the other students to ask about things they do not understand to the presenters (Brooks, 2018). According to the finding of both questionnaire and interview that support each other, moreover from the discussion above, it is known that

the teachers of *UPB* sometimes implement oral presentation strategy to develop students' linguistic intelligence.

g. Playing word games

The findings of the questionnaire in the table 4.1 shows 55% of the teachers sometimes implemented playing word games to develop students' linguistic intelligence. It is supported by the findings of interview that shows nine out of ten teachers sometimes implement the strategy. It is in line with the theory that states by doing many word games in the classes or online, the students will be able to learn English in fun way, get many new vocabularies, some words synonym, learn how to work in team, spell and listen some new words, and many other else (Constantinescu, 2012, cited in Gozcu, E. & Caganaga, C., 2016).

Moreover, there are some teachers who answer never and occasionally implement the strategy in the findings of questionnaire. It is in contrast with the result of interview that nobody answer never and only one teacher out of ten who answer occasionally. According to the finding of both questionnaire and interview, moreover from the discussion above, it can be inferred that the teachers of *UPB* sometimes implement playing word games to develop students' linguistic intelligence.

2. Aspects of Linguistic Intelligence Developed by The Teachers

Some aspects of students' linguistic intelligence developed by the teachers, they are:

a. Rhetoric

Rhetoric is the ability to use language to convince other individuals (Gardner, 2011). There are some facts about rhetoric aspects developed by the teachers. Firstly, according to the findings, the result of questionnaire and interview are supported each other. The result of questionnaire in the table 4.2 shows that 65% of the teachers agree that they develop students' ability to use language to speak fluently, so does all of ten teachers being interviewed stated they develop it. Most of the teachers confirmed they develop students' ability to speak fluently by doing strategies for linguistic intelligence such as oral presentation. It is in line with the previous study that stated rhetoric is the ability to use language orally in front of people, such as debate, public speaking and etc. (Erlina et al, 2019).

Secondly, the findings in the table 4.2 shows that 75% of the teachers agree that the strategies they implemented develop students' ability to express their thoughts. Moreover, 70% of the teachers agree that they develop students' ability to solve problem in given situation. Like stated before, from oral presentation strategy in the class, the students are given time to express

their thoughts. By giving them the opportunity to do question-answer section, they are also given an opportunity to use language to solve the problem in given situation. It is in line with the previous study, the teachers develop students' ability to use language to speak fluently and effectively, express their thoughts spoken/written, and solve the problem in given situation which are the indicators of rhetoric aspect (Erlina et al, 2019). Based on the findings and discussion above, it is known that the teachers of *UPB* develop the aspects of linguistic intelligence that is rhetoric.

b. Mnemonic

Mnemonic is the capacity to use language to remember information (Gardner, 2011). Based on the findings in the table 4.2, it is known that the percentage of teachers who develop students' ability to remember and develop information are high (57.5% and 77.5% in turn). It is in line with the previous study that mention if mnemonic aspects can be seen from the the ability to remember and develop information that students get (Erlina et al, 2019).

Most of the teachers confirmed that they develop rhetoric aspects by implementing recording strategy. It is in line with the previous study that stated develop students' ability to use language to remember information can be done by using tape recorder for listening in the class. Moreover, by recording their speaking, it gives the students the opportunity to develop

information they get (Erlina et al, 2019). From the findings and discussion above, it can be said that the mnemonic aspect are developed by the teachers.

c. Explanation

Explanations is the ability to use language in providing the information. It can be said that explanation is the ability to use language to transfer the information (Gardner, 2011). The findings of questionnaire and interview are supported each other. It is known in the table 4.2 that 67.5% of the teachers agree that the strategies they implement in the class develop students' ability to use language for transferring information and 70% of the teachers agree that they develop students' ability to present their knowledge. In line with the previous study that states explanation aspect of linguistic intelligence can be seen developed by the strategy in the class that teachers do to use language for transferring information/explanations to others and present their knowledge (Erlina et al, 2019). Based on the discussion above, the teachers of *UPB* develop the aspects of linguistic intelligence that is explanation.

d. Metalinguistic

Metalinguistic is the language potential to explain its own activities (Armstrong, 2009; Gardner, 2011). In other words, it is the ability to use language to talk about itself. Based on the findings, the percentage of teachers

in the table 4.2 who agree that the strategies they implement in the class develop students' ability to use language to talk/ask about language itself is high and eight out of ten teachers being interviewed agree about it. By requesting the students to ask and talk about lesson or language in the class, the teachers also mean develop the metalinguistic aspect. It is in line with the previous study that states this aspect can be seen by the ability of students to use language to talk/ask about language itself (Erlina et al, 2019). Based on the discussion above, it can be inferred that the teachers of *UPB* develop students' linguistic intelligence that is metalinguistic aspects.