


THE ROLE OF THE TEACHER IN INCREASING MULTIPLE INTELLIGENCES OF STUDENTS

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: May 24, 2022 Revised: June 1, 2022 Accepted: June 6, 2022 Published: October 15, 2022</p> <p>Keywords: Multiple Intelligences Linguistic Intelligence Teacher's role Students' Linguistic Intelligence Classroom Activity</p>	<p>This research aims to find out the role of teacher in increasing students' multiple intelligences especially linguistic intelligence at the seventh-grade students of SMP Yapend Bungaya. The participants of this research were the teacher and students of the seventh-grade students of SMP Yapend Bungaya. This research applied purposive sampling in the seventh grade of SMP Yapend Bungaya. The research design applies descriptive qualitative research. The instruments used for collecting data namely observation and interviews. The result of the data indicated that, the teacher has a good preparation in facing the students. The teacher does approach to the students in order to know their characteristic, learning style and knowledge. After knowing that, the teacher adjusts the method and strategy with the students' knowledge. It makes the learning process active between teacher and students, responds and feedbacks are going well. The teacher also has served strategies in increasing students' linguistic intelligence, they are providing relevant textbook and train their language skill by discussing.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

The importance of multiple intelligences for students is to make the students can learn while increasing the full potential of their intelligence because intelligence can be stimulated, developed through learning, good support, and teaching. A well-trained teacher will help students develop multiple intelligences to their fullest potential. It is not impossible that students can develop the 9 multiple intelligences that they have well, moreover if students get the right support and stimulation from the teacher and their surroundings because Multiple Intelligences is an ability to solve problem or produce a problem. A person is said to be intelligent if they can solve the problems that is faced in their life and be able to produce something valuable or useful for their own and others. With human intelligence,

there is no human activity that uses only one kind of intelligence, but all existing intelligence. All these intelligences work together as a unified and integrated whole. The composition of the integration, of course, varies from person to person. But that intelligence can be changed and improved. The most prominent intelligence will control the other intelligences in solving problems. Howard Gardner (1993), about multiple intelligences is intelligence that has become an integral aspect in educating because it can be used as a framework to see students' abilities in the teaching and learning process.

The theory of multiple intelligences has begun to be developed including the theory of linguistic intelligence in it, because the theory of multiple intelligences is considered to be able to contribute in developing or improving intelligence in students. Because basically all children are intelligent, so there is no stupid child. A good education in childhood is a fun patterned education. Children are allowed to explore the world, ideas and imagination so that the potential for intelligence can be developed optimally. Efforts to optimize the linguistic intelligence possessed by students can be done in many ways, for example in terms of choosing interesting and fun approaches, strategies, and learning methods that will trigger linguistic development in students. Because every individual is born with various types of intelligence, with the existence of multiple intelligences, educators do not just assume that every student just has one type of intelligences because there are various other great potentials that exist in every student.

There are a lot of the teacher's roles in multiple intelligences for students. Teachers are one of the determinants of success in education. For this reason, every educational innovation, especially in the curriculum and improvement of human resources resulting from educational efforts, must lead to teachers. This shows that the extension and role of teachers in education is very important. The teacher as one of the components in teaching and learning activities has a position that greatly determines the success of students in fostering linguistic intelligence or other intelligences because their function is to educate, teach, guide, direct, train, assess students in early childhood education, basic education, education secondary, and further education. Basically, teachers are educators who are expected to improve students' intelligence. Teachers play a very important role in the implementation of the theory of multiple intelligences. In order for the implementation of the theory of multiple intelligences to achieve the desired results, there are two things that need to be considered, namely, the teacher's ability to recognize the individual intelligence of students and the ability to teach and utilize teaching time proportionally. The ability of teachers to recognize the multiple intelligences possessed by students is very important. This factor will be very decisive in planning the learning process that must be taken by students. There are many ways that teachers can do to identify the specific intelligence possessed by students. The closer the relationship between teachers and students, then the easier it will be for teachers to recognize the characteristics and levels of student intelligence.

In addition, Education is basically a process of developing student potential. Through education, the potential possessed by students will be converted into competencies. Competence reflects the ability and skills of students in performing a task or job. The teacher's task in this case is to facilitate students to be able to develop their potential into competencies in accordance with their goals. Education and learning programs as they are currently taking place are more directed or more oriented to individual students. Armed with the theory of multiple intelligences, a teacher can indirectly master and learn various learning methods so that the function of teachers as educators, mentors, trainers, advisors, reformers, creativity boosters, generators, evaluators so that students can succeed optimally.

English as the foreign language in Indonesia, the teacher has to know, facilitate and improve language or English ability of the students. In order to mastery English, linguistic intelligence plays a role in improving language ability. Linguistic intelligence is one of multiple intelligences, it is described as the ability to communicate effectively, whether oral or writing (Armstrong, 2009; Gardner, 2011). Linguistic intelligence is thought to include the capacity to persuade others orally using words, innovative writing skills, and the ability to pick up new languages quickly. Basically, the teacher plays an important role in improving students' linguistic intelligence. Or in other words, the teacher has a very important influence on students' linguistic intelligence. For this reason, teachers must be able to improve their abilities to be able to educate students. The role of the teacher that the researcher means is related to his function as a teacher, educator, and mentor. Teachers not only act as informants but also act as motivators, facilitators, class managers, and evaluators and others. The selection of learning methods used by teachers must also be varied and effective in order to optimize students' linguistic intelligence

Students with linguistic intelligence have advantages in multiple intelligence abilities. They easily remember words, reads, writes, speaks, argues and enjoys word games. Linguistic intelligence is the ability to use words effectively, both orally and in writing. The purpose of developing linguistic intelligence is so that children are able to communicate both orally and in writing well, have the language skills to convince others, are able to remember and memorize information, are able to give explanations, and are able to discuss the language itself. Students or children who have high language intelligence are generally characterized by their pleasure in activities related to the use of a language. Linguistic intelligence is also considered to play an important role in communication skills. This intelligence will bring students to the ability to express their thoughts, desires, and opinions. Students with linguistic intelligence have the ability to appreciate words and are able to capture the meaning of sentences they read or hear.

According to those cases, the researcher wants to know the role of the teacher in increasing students' Multiple Intelligences especially linguistic intelligence.

RESEARCH METHOD

Research Design

This research used descriptive qualitative research.

Participants

The participants of this research were the teacher and students of the seventh-grade students of SMP Yapend Bungaya.

This research applied purposive sampling in the seventh grade of SMP Yapend Bungaya. The researcher chose the sample by looking the characteristics of the class and based on information from the teacher. As the result, the sampling of this research was class 7A.

Research Instruments

The instruments applied observation and interviews. Observation and interviews focused on the role of the teacher in increasing students' multiple intelligences especially linguistic intelligences.

1. Observation. Before doing the research, the researcher observed the school especially the seventh-grade students of SMP Yapend Bungaya. Was it compatible with my research or no. The researcher observed the students' intelligences in the classes and the problems that were faced by the students.
2. Interview. Before doing the interview, the researcher designed the question for the teacher. In order to know the role of the teacher in students' multiple intelligences, the researcher made the questions based on the situation on the class. The interview can be seen in the appendix.

RESULT AND DISCUSSION

Findings

In this part, the researcher describes the result of analysis based on the problem statement. In this research used interview to obtain accurate and valid data. The researcher does interview to know the role of the teacher in increasing multiple intelligences of students.

1. The Result of Observation

Table 1 Observation Result

No.	Indicators/Aspects Observation	Realization	
		Yes	No
1.	Brainstorming	✓	

2.	Story telling	✓	
3.	Ask/giving students to read	✓	
4.	Doing question and answer	✓	
5.	Doing a spelling vocabulary game		✓
6.	Ask giving students to write	✓	
7.	Presentation	✓	
8.	Report an event		✓
9.	Discussion or debate	✓	
10.	Publish/read the results of writing		✓

Based on the data above, there are several activities in increasing students' linguistic intelligence that have been done by the teacher and students in the classroom. Most of the activities have done in learning process to increase students' linguistic intelligence by the teacher. There are three activities that have not done by the teacher in learning process, because it is not support or related with teacher's strategy.

2. The Result of Interview.

In order to find out about the role of the teacher in increasing Multiple Intelligences of Students especially linguistic intelligence at seventh-grade of SMP Yapend Bungaya and then it would explain about the interviews between researcher and participant. The result of the interviews would be shown as follow:

What did you prepare before doing the learning process?

"I prepared learning tools, starting from lesson plans, learning media, assessment formats according to the learning materials on that day."

Based on the interview above, the teacher does well-prepared before doing the learning process. As the result, the learning process can run smoothly. It also can influence the students' linguistic intelligence with the arrangement learning process by the teacher. The students do not confuse in receiving the learning process by the teacher.

How are your usual strategies in teaching English?

"Using an approach that is recognizing student characteristics, methods or learning strategies and learning techniques in order to achieve learning objectives."

Based on the interview above, the teacher applies learning method, approach, technique and strategy that connect with students' characteristics and the way

students in learning. Before the teacher applying the approach, method, etc. the teacher has known their students correctly. As the result the teacher can applies approach, method etc. related with student's needed especially in increasing students' linguistic intelligence.

How is the attitude of students when following the learning process in the class?

"Listen carefully to the teacher's explanation."

Based on the interview above, whenever the teacher gives explanations, the students have a nice attitude in following learning process. Thus, the explanation or the learning process that is brought by the teacher is enjoyable and understandable.

Do you always provide feedback on student responses during learning process?

"Yes, I do"

Based on the interview above, the teacher provides feedback on students' responses during learning process. Hence, the learning process is active between teacher and students.

Are the students in the class like to read?

"Yes, they are"

Based on the interview above, the students are not only active in speaking, listening and writing but also in reading too. It means that four skills in English are used in learning process

In your opinion, is the Linguistic Intelligence important?

"Yes, it is. Because linguistic intelligence is the students' ability about Language. And how to express their opinions."

Based on the interview above, the teacher thinks that linguistic intelligence is important. As the result, the teacher tries and learns their students well in order to increase their linguistic intelligence greatly. It can be seen by the teacher's answered above.

How is the students' Linguistic Intelligence in the class?

"Some students have good linguistic intelligence, because they are able to verbally explain the contents of the books in their own language."

Based on the interview above, some of students have a good linguistic. In order to maximize the students' linguistic intelligence, the teacher has arranged the learning process just like the teacher says above.

What are the obstacles faced in improving students' Linguistic Intelligence?

"Because the large number of the students and the less time of teaching so it makes the learning process is not optimal in increasing students' linguistic intelligence maximally."

Based on the interview above, the crucial problems that are faced by the teacher are number of students and time. It makes hard the teacher to optimize all of the students' linguistic intelligence.

How is the role of the teacher in increasing students' Linguistic Intelligence?

“It is very important to increase students' linguistic intelligence so the students can be easy to communicate and increase their thinking insight”

Based on the interview above, improving students' linguistic intelligence is very important for the students. And to maximize it, teacher has a massive role in it. Teacher needs creativity and has to know their students. Thus, the teacher can arrange the learning process greatly.

How are your strategies/steps in increasing students' Linguistic Intelligence?

“Provide relevant reading material and communicate with them with their own language.”

Based on the interview above, some strategies and steps that are suggested by the teacher provide them the relevant reading text and also discuss with them with their own language. It means that the students need more time to discuss and train their own language.

Based on the data above, it can be concluded that the teacher has a good preparation in facing the students. The teacher does approach to the students in order to know their characteristic, learning style and knowledge. After knowing that, the teacher adjusts the method and strategy with the students' knowledge. It makes the learning process active between teacher and students, responds and feedbacks are going well. In order to maximize the students' linguistic intelligence, the teacher faces some obstacles such as the large number of students and time. The large number of students and lack of the time make the teacher hard to optimize the students' linguistic intelligence. As the result, there are a few students still have low linguistic intelligence. But the teacher keeps on increasing the students' linguistic intelligence. Because the teacher feels that linguistic intelligence is so important for the students so they can understand the language and they can arrange language by their own languages. The teacher also has served strategies in increasing students' linguistic intelligence, they are providing relevant textbook and train their language skill by discussing.

Discussion

In this section discuss about the result of data collection and analysis to describe the role of the teacher in increasing multiple intelligences of students. According to the finding above, the learning approach, method or strategy hold a big role in the learning process. The well-prepared must be noticed to maximize it. It is related to Dick & Carey (2005) define learning strategy as an approach in cultivate as systematic the learning so student can master content of the learning or reach the aim be expected.

Besides that, the teacher's role is also important in increasing students' knowledge especially their linguistic intelligence. Linguistic intelligence must be known by the students in order to improve their languages skill such as reading, speaking, listening and writing. It correlates with Lwin (2008), he said that linguistic intelligence

refers to the ability to organize thoughts clearly and to be able to use this ability competently through words to express these thoughts in speaking, reading, listening, and writing. The teacher needs to have strategies in improving the students' linguistic intelligence because the teacher holds the role on that. According to Rahman Getteng (2009) teacher hands massive role in learning process such as teacher as educator, tutor, advisor, trainer, mentor, evaluator, guidance and so on.

In addition, strategies that are used by the teacher are needed in increasing students' linguistic intelligence. In this case, the teacher applies the kind of strategies such as, providing relevant textbook and trains their language skill by discussing. Those strategies are applied in order to optimize the students' language skill so they can understand the reading and listening, they also can write and speak with their own language based on their prior knowledge and new knowledge. According to Purwa Atmaja (2012), the purpose of developing linguistic intelligence is so that children are able to communicate orally and in writing well, have language skills to convince others, are able to remember and memorize information, are able to give explanations, and are able to discuss the language itself, students or children who have intelligence High language skills are generally by their pleasure in activities related to the use of a language, such as reading, writing essays, writing poetry, compiling pearls of wisdom, and so on.

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