



## Verbal Intelligence: A Key of Students Development

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### ABSTRAK

Peserta didik di sekolah dasar sering kali mengalami berbagai gangguan perkembangan khususnya yang berhubungan dengan kecerdasan verbal, sehingga peserta didik mengalami kesulitan dalam memperoleh keterampilan dasar seperti; menulis, membaca ataupun berbicara. Oleh karena itu perlu dilakukan analisis untuk mengukur kemampuan kecerdasan verbal peserta didik sejak dini ketika di sekolah dasar. Penelitian ini bertujuan untuk mengeksplorasi kecerdasan verbal yang dimiliki peserta didik pada aspek keseluruhan yakni: membaca; menulis, mendengar dan berbicara. Penelitian ini menggunakan jenis penelitian kualitatif deskriptif dengan model studi kasus. pengumpulan data, peneliti menggunakan alat bantu yakni cerita berbasis audio kemudian dikuatkan wawancara (tidak terstruktur) dengan pendidik dan peserta didik dengan responden berjumlah 25 responden. Analisis datanya menggunakan Miles dan Huberman. Hasil penelitian secara keseluruhan analisis kecerdasan verbal siswa masih harus dipertimbangkan. Terbukti secara umum bahwa hampir setengah dari peserta didik masih kekurangan pada aspek mendengarkan, membaca, menulis, dan berbicara sehingga hal ini tentu akan menghambat perkembangan peserta didik di usianya. Implikasi penelitian ini perlu adanya dukungan dari stakeholder yang terkait guna pengembangan kemampuan verbal sejak usia dini sehingga menjadi kunci perkembangan peserta didik di masa depan.

### ABSTRACT

Students in elementary schools often experience various developmental disorders, especially those related to verbal intelligence, so that students experience difficulties in acquiring basic skills such as writing, reading, or speaking. Therefore, it is necessary to analyze to measure the verbal intelligence ability of students from an early age when in elementary school. This study aims to explore the verbal intelligence of students in the overall aspects, namely: reading, writing, listening, and speaking. This research uses descriptive qualitative research with a case study model. In collecting data, the researcher used a tool, namely audio-based stories, then strengthened interviews (unstructured) with educators and students with 25 respondents. Analysis of the data using Miles and Huberman. The study's overall students' verbal intelligence still must be considered. In general, it is proven that almost half of students still lack in listening, reading, writing, and speaking aspects, so this will certainly hinder the development of students at their age. The implication of this research is the need for support from relevant stakeholders to develop verbal skills from an early age so that it becomes the key to the development of students in the future.

## 1. INTRODUCTION

The development of students in elementary schools is a complex process, marked by dynamics between interactions in the growth of individual functions (Magnusson, 1993). Many factors contribute to a student's growth situation; biological, psychological, and social (Shao et al., 2014). This is the basis for acquiring basic skills in elementary schools, such as writing, reading, or communicating. Verbal intelligence is the basis for the development of children. This form of intelligence shows the use of effective words, spoken or written (Djarmiko et al., 2020; González-Treviño et al., 2020; Mujiono et al., 2019). Educators observe that students in elementary schools often experience various developmental disorders, especially those related to verbal intelligence; students experience difficulties acquiring basic skills such as writing, reading, or speaking (Bodin et al., 2009; van Herwegen, 2015). This proves that uneven verbal ability is a sign of developmental problems in students. Linguistic verbal intelligence includes manipulating the syntax or structure of language, semantics or word meaning, and writing words (Hasanudin & Fitriarningsih, 2020). This assumption does not apply to students who have high intellectual abilities because they can adapt and adjust quickly (Wilkinson, 1993).

Conditions should be expected learners have enough verbal intelligence to develop according to their age with verbal intelligence; learners are expected to have no difficulty understanding each learning

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so that learning goals can be adequately achieved (Francis et al., 2018; Kiseleva & Kiselev, 2019). But the reality is that learners have less verbal intelligence and have not been measured. Learners aged 9-11 years should already have good verbal intelligence in every learning in class. (Klupp et al., 2021; Nikolaev & McGee, 2016). This is in line with the international issue to explore the development of reading and writing among 9-11 years old who have severe disorders (Atterström et al., 2021). Therefore, to correct potential deficiencies, there is a need to analyze the ability of verbal intelligence so that later educators can find more effective ways and learning innovations so that verbal intelligence can be improved. Innovative learning can be in the form of learning methods, media, and learning strategies (Luwel et al., 2013).

Research has shown that verbal intelligence depends on the cognitive abilities of students (Luo et al., 2010; Zeng et al., 2019). This evidence comes from research findings (Gollan et al., 2002; Pino Escobar et al., 2018; Zeng et al., 2019). Therefore, students with high verbal abilities will have great potential to achieve good results (Mujiono et al., 2019). Verbal intelligence can be measured from the ability to read, which is considered a process of understanding the meaning of writing and hearing through the importance of information heard by the ear. That way, verbal intelligence is critical for students at the basic education level (Anderson et al., 2018; Sullivan et al., 2015). Linguistic verbal intelligence can be developed through debating, discussing, interpreting, submitting reports, speaking, and writing literary works (Halil, 2017).

Therefore, research is needed to measure students' verbal intelligence abilities early in elementary school. This study uses audio-based-stories tools to be more effective and measurable in exploring students' vocal abilities. This is different from other studies without using tools. This research is critical to describing students' verbal intelligence ability to provide sound recommendations for relevant stakeholders to give policies related to improving verbal intelligence. Other research just wants to know the influence of verbal intelligence on different variables, development, and improvement without exploring the abilities of previous learners. (Eka putri et al., 2020; Halimah et al., 2018; Kirom, 2019). Thus, the study aims to explore students' verbal intelligence and analyze learners' weaknesses in the overall aspects, namely: reading, writing, listening and communicating. Therefore, this study may increase students' deficiencies in verbal intelligence, which is the primary basis for future student growth.

## 2. METHOD

This research uses descriptive qualitative research with a case study model. The research place was conducted at SD N 02 Jombor, Sukoharjo, Surakarta, in Central Java. The subjects of this research are the students of class IV totaling 25 students. In collecting data for subjects aged 9-11 years, the researcher used a tool, namely audio-based stories, and then strengthened interviews (unstructured) with educators and students. Then analyzed using an inductive model; This model is intended to clarify the process of reducing data to create meaning from the raw data that has been collected. These findings were obtained to interpret the basic information; The researchers used interviews to follow up on these findings. Interviews were conducted to find out the problems that occurred. The interview used is the unstructured interview. In the end, the researcher also added observation as an essential source of data triangulation. Data validity was carried out with content validity, technical triangulation, and reference triangulation.

In this study, researchers used the theory of Miles and Huberman to analyze the data, namely: 1) Data reduction (reducing selection and focusing, and changing the data obtained from field notes. In this study, the data were in the form of unstructured interviews and observation distributed to respondents. Then, a summary was made more easily accessible to analyze the data and proceed to the next step 2) Data display (displays compressed data organized from a collection of information so that it is possible to conclude later. In this step, the researcher shows or displays the data according to the data that has been prepared). Obtained and presented sequentially 3) Drawing conclusions (after completing data reduction and displaying the data obtained, the researcher concludes the findings in the field and based on the research problem. The indicators for audio-based stories include listening aspects, aspects of reading, writing, and speaking aspects. The four elements of the hand were adapted from the opinion of the characters Armstrong and Gardner (Halil, 2017; Hasanudin & Fitriyaningsih, 2020; Nurgiyantoro, 2015, 2016; Slamet, 2014) and developed by researchers. The instrument grid can be seen in Table 1.

**Table 1.** Indicators of observation of audio-based fiction stories

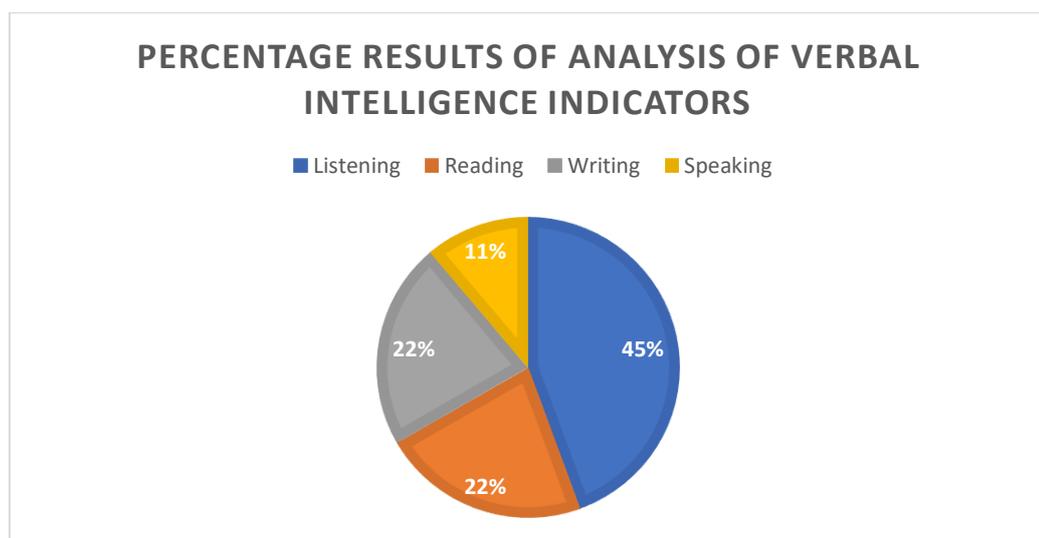
| No. | Aspect | Indicator   |
|-----|--------|---|
| 1   | Hear   | <ol style="list-style-type: none"> <li>1. Students can listen to the words of fictional story characters that are broadcast through audio media properly</li> <li>2. Students can show a good body position when listening to broadcast fictional stories.</li> </ol> |

| No. | Aspect   | Indicator   |
|-----|----------|---|
| 2   | Reading  | 3. Students can distinguish sounds/sounds that symbolize the meaning of language in fictional stories well.                                 |
|     |          | 4. Students realize tone stress in a well-presented fictional story.  |
|     |          | 1. Students can read the contents of fiction stories that are shown correctly   |
|     |          | 2. Students can read the vocabulary contained in fiction stories displayed correctly.   |
| 3   | Writing  | 3. Students can read grammatical word classes (nouns and adjectives) in the characterization elements of fictional stories shown correctly. |
|     |          | 4. Students can explain the meaning of difficult words heard from fictional stories shown correctly.  |
|     |          | 1. Students can write down the intrinsic elements of fictional stories shown correctly.   |
|     |          | 2. Students can rewrite the fictional story from the beginning, middle, and end with the proper sentence structure.                         |
| 4   | Speaking | 3. Students can write the content of fiction stories with proper punctuation.   |
|     |          | 4. Students can write the contents of fiction stories with the proper diction.  |
|     |          | 1. Students can pronounce the pronunciation of the contents of fictional stories that are displayed clearly                                 |
|     |          | 2. Students can show facial expressions that appropriately support fiction stories' content.  |
|     |          | 3. Students can show gestures according to the content of fiction stories correctly.  |
|     |          | 4. Students can use good intonation when delivering the content of fiction stories clearly  |

### 3. RESULT AND DISCUSSION

#### Result

Before answering the research questions, the researcher first calculated based on the results obtained from the data collection tool. In this section, the researcher wants to present the research results that come from the interpretation of the raw data based on the results of observations that have been shared and interviews with students regarding the findings obtained for further exploration. It begins with an analysis of aspects of verbal intelligence through based stories that are used as indicators of verbal intelligence for fourth-grade students, including parts of listening, reading, writing, and speaking. Based on the questionnaires' results, the researchers found that 11 students (45%) met the indicators from 4 aspects: listening, reading, writing, and speaking, while 14 students (55%) did not meet four elements with good. The results of the observation can be presented in **Figure 1**.



**Figure 1.** Percentage Results of Analysis of Verbal Intelligence Indicators

This finding is corroborated by several causal factors based on the results of interviews, which became the basis for the cause of 55% not meeting the aspect of the participant factor itself. When students participate in audio-based learning previously shown in class, almost all students get bored quickly because of the long duration and long stories. Furthermore, because the story is long, many students still do not know a specific vocabulary. Then, if students are asked to tell stories in the future, many are still not confident because their friends see them. The second factor, which is based on the results of unstructured interviews with educators, is the cause, namely; In the listening aspect, the students are pretty good, indicated by the response when listening to the teacher's orders, in the reading part, it also looks good because it does not need to be spelled again, in the writing aspect, some students cannot read their writing, in the linguistic element, students are considered less confident. so that facial expressions and expressions are not visible. The pronunciation of words is not clear (repeated answers). The subsequent finding is that there is still a lack of mastery of vocabulary owned by students, thus hampering students' learning process.

## Discussion

Verbal intelligence skills are vital skills that involve getting much information from aspects of writing, speaking, reading, and listening, then drawing conclusions and considering alternatives (Catalan et al., 2021; Thomson et al., 2020). In addition, this skill is vital for students in calculating, which is closely related to supporting other learning such as mathematics (Otten et al., 2014; Stylianides & Stylianides, 2008). This study aims to explore the verbal intelligence of students in the overall aspects, namely: reading, writing, listening, and communicating. Based on Figure 1. On the results of the analysis of indicators of verbal intelligence. These four aspects are language skills directly proportional to verbal-linguistic brightness, which also boils down to language. The listening aspect relates to listening or listening to fictional videos used as variables in the research. The reading aspect relates to reading vocabulary and knowing the meaning of words in the broadcast fictional stories. The writing aspect relates to answering questions about fiction which is used to measure the content of fictional stories presented in audio media. The linguistic aspect is related to students' verbal-linguistic abilities when retelling the contents of audio-based fiction stories. The results of the listening indicator show that 80% have met the hands. These results were further strengthened by interviews with classroom teachers who stated that fourth-grade students, on average, had good listening skills. These results align with research from (Bourdeaud'hui et al., 2018; Wang & Yu, 2021) that students' listening skills have a relationship with students' cognitive skills, meaning that students who have good mental knowledge have good listening skills and vice versa. The remaining five students had difficulty listening because they did not show good indicators in the listening element. The five students had trouble distinguishing the tone of the fictional story they heard, making it difficult to interpret the meaning of language in the content of the fictional story. The factor that causes it is the students' strategies that do not focus on listening. This is corroborated by research (Yılmaz & Yavuz, 2015). From these results, it can be recommended that there is a need for training provided with listening, by repeatedly listening as the use of children's literary products (Gulec & Durmus, 2015; Rodrigo, 2017).

Then in the reading aspect, 40% shows that it shows a good attitude; it can be seen from facial expressions that show lip movements, spelling letters, and focused gazes on writing fiction stories on the screen. Strengthened by the results of interviews with students regarding the reading aspect, it was found that only five students were able to read the vocabulary contained in well-presented fictional stories. The interview results also showed that only five students could read the grammar class and know its meaning. The rest, 15 students who have not understood the grammatical category of words (adjectives) in the characterization elements of fictional stories that are so that it is difficult to analyze the characters in the story. In addition, 15 students also had difficulty reading words that had complex meanings, such as connotative words. These findings align with research from previous research that the average student achieves lower scores on paper-based tests (Støle et al., 2020; Thomson et al., 2020). Therefore, it is better to improve the reading aspect using digital literacy because it can build an internet-based digital test environment so that students can understand quickly (Chau et al., 2021; Merchant, 2021).

In the writing aspect, the results obtained are only three students who can answer questions about the intrinsic elements of fictional stories displayed correctly. In addition to the inherent factors, only six students could rewrite the fictional story's content from the beginning, middle, and end with good punctuation, sentence structure, and diction. The rest can write, but the written answers are inaccurate or not by the assessment rubric that the teacher has prepared; this factor is in line with problems in international generally weaker writing skills (Kim et al., 2021; Shapiro, 2019). The results of the observation also stated that 17 students had neat and legible writing, only eight students showed sloppy writing because the letters written did not match the correct symbols, the distances between words were not visible, and the sentences written down and down did not right on the line of the book. At the same time, sentence complexity and word acquisition are essential indicators of writing quality (Maagerø et al., 2021;

Maamuujav et al., 2021). This is evidenced by the analysis results, which states that only ten students (40%) can master the indicators of the writing aspect well. Therefore, there is a need for innovations related to improving writing, for example, providing a practical understanding of writing teaching brought to a digital environment to generate feedback to improve writing practice (Gong et al., 2021; Jewell et al., 2019).

In the linguistic aspect, 18 students did not show indicators well. According to the interviews with students, students lack confidence in expressing or presenting in front of their classmates. Students looked embarrassed when asked by the teacher to come forward to present their work. This is evidenced by research from previous research that the reluctance to give presentations in front of the class is much greater than face-to-face (de Paola et al., 2021; Shapiro, 2019). From the description above, it can be concluded that five students (20%) have good skills in the linguistic aspect because they have mastered the indicators of speaking aspects of verbal-linguistic intelligence in understanding the content of audio-based fiction stories well. While the rest, 20 students, are said to have low verbal-linguistic intelligence in the linguistic aspect because they do not meet the indicators of speaking well. Therefore, there is a need for practical training to improve speaking skills, then it is necessary to increase new vocabulary so that later it supports speaking skills (Janebi Enayat & Derakhshan, 2021; Yenkimaleki & van Heuven, 2022). Thus, from the results of the analysis that have been studied, it can be concluded that these results support the international community to pay more attention to the development of verbal skills in primary education (Kleemans et al., 2018; Stylianides & Stylianides, 2008). The solution for these four aspects is that parents should promote awareness and importance in developing reading, writing, speaking, and listening skills through fairy tales with parents and children. This has been proven by research (Atterström et al., 2021; Zivan & Horowitz-Kraus, 2020). This research is expected to add insight and knowledge about the factors that cause low verbal ingenuity of learners in elementary schools. This research contributes as a reference and overview of verbal intelligence skills in elementary school learners. The implication of this research is the need for support from relevant stakeholders to develop oral skills from an early age so that it becomes the key to the development of students in the future. Future research is expected to reach more respondents and use quantitative methods to measure the level of each aspect.

#### 4. CONCLUSION

Overall, the students' verbal intelligence analysis still has to be considered the primary reference and concept regarding students' ability in Indonesia. In general, it is proven that almost half of students still lack in listening, reading, writing, and speaking aspects, so this will certainly hinder the development of students at their age. The factors that cause it are: students get bored quickly, there are still many students who do not know the specific vocabulary, students are not confident. These results certainly need to be followed up to correct potential deficiencies in students' verbal abilities from an early age.

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