



USING VERBAL LINGUISTICS INTELLIGENCE ACTIVITY—STORY TELLING TO TEACH NARRATIVE TEXT FOR IMPROVING SPEAKING ABILITY OF GRADE 8 JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This paper described about how to increase students' speaking ability by using verbal linguistic intelligence activity. At the beginning of the class, teacher gives information about the topic which is being discussed, it also can be used to check students' comprehension about the topic. Verbal linguistic intelligence is needed to understand about the information of the topic to be learned. Verbal linguistic intelligence is an ability to think about words and use it to express the idea to others. Students use verbal linguistic intelligence when talking to others. In learning process, this ability is important to know students' comprehension and how to increase it. Based on explanation above, by increasing students' verbal linguistic intelligence, it will be easier for the students to understand about the topic which is being learned and it also increases students' ability in speaking. The more students understand about the topic, it can be easy for them to express their ideas.

Key words: verbal linguistic intelligence activity, speaking

A. INTRODUCTION

In curriculum 2013, speaking is one of English skills that should be learnt and mastered in any level of education from junior high school up to senior high school. According to curriculum 2013, the students at the second grade of junior high school have to master some genres of texts. They are descriptive, recount and narrative. Narrative is a text that can be used at story telling activity in speaking. Narrative text is a text that amuses the listener. Here, the students will try to tell the story based on what they understand about the text. In short, applying verbal linguistic intelligence activity, story telling, in teaching speaking will help the students to increase their speaking ability because these activities motivate the students.

Arnold (1989:112) states that speaking has several important functions. First, it facilitates students to analyze the information, problems, and conditions requiring the formation of attitudes. Second, it helps the student to create effective

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communication. Then, it helps the students to pronounce the words correctly. In the same point of view, Egan (1990) says that speaking is the heart of language learning. It means that, speaking is an important skill in learning a language. In addition, Tarigan (1990:15) says that "Speaking is the ability to pronounce words for expressing, stating and conveying thought, ideas and feeling." It means that through speaking ability, the students may deliver their thought, ideas and feeling directly. Moreover, Bashir et al (2011) explain that speaking is a productive skill in oral mode. This skill is very complicated because it is more than just how to pronounce words. In conclusion, speaking is a crucial skill that should be mastered because it is related to the students in daily life activities. Most of students' life is depend of their speaking skill. Through speaking they may share their opinion, feeling and knowledge to the others. There were some studies which had been conducted related to the teaching speaking. One of them was the study conducted by Aziz and Ratmanida (2017) that focused on the use of time token to increase students' participation in speaking.

Dealing with the problem, teacher has to be able to overcome it by finding appropriate way of teaching. First, teacher may give related information about the topic which being taught to activate students' background knowledge and motivate them to speak. Then, teacher encourages the students to understand about the topic by asking them what comes to their mind about the topic. After that, teacher gives a chance to the students to create their own ideas about the topic. The ability to receive the information and then to tell it to everyone is called verbal linguistic intelligence (Gardner, 1993:6). Intelligence is defined as general cognitive problem-solving skills. It is a mental ability which involved in reasoning, perceiving relationships and analogies, calculating, and learning quickly. Intelligence is what the students do when they do not know what to do. It is a hypothetical idea which they have defined as being reflected by certain types of behaviour. When students use conversation to speak to one another, they utilize the verbal linguistic intelligence. Verbal linguistic intelligence is also employed when writers create written works even something as simple as letter to a friend or an email (Gardner, 1999). In school, this intelligence is vital to good school performance, as most subjects require reading and writing skills. Linguistic intelligence is how speakers use language, to express one's thoughts and feelings clearly so others may comprehend, understand even enjoy them (Shoba, 2009). Students' ability in understanding the topic will affect their speaking ability. The more students understand about the topic, the more fluent they speak. There are many activities that can be done in teaching speaking dealing with verbal linguistic which can help students increase their ability to speak. For example, teachers can use debate, speech or story telling as activities in teaching speaking.

B. DISCUSSION

1. Preparation

Before teaching, the teacher should prepare many things accommodated in lesson plan which is called RPP (Rencana Pelaksanaan Pembelajaran) among our teacher. It is such a guideline for the teacher to do the activities in classroom so the teacher has to arrange the lesson plan carefully in order to achieve the goal of

teaching and make teaching and learning process run systematically. Among others, the very important aspects to prepare are:

1. Material

In preparing material, the teacher should choose an appropriate and interesting material that is going to be taught before teaching a speaking narrative text by using the verbal linguistic intelligence activity. The material should be relevant to the need of junior high school students. It will help the students to understand the material easily and motivate them to speak. If the topics are interesting, the students can follow the lesson as well. In teaching speaking a narrative text, the students have to tell an essay or text based on the texts that are relevant to the material.

2. Media

The media that will be used in using verbal linguistic intelligence activity in improving speaking ability are books, pictures, board or power point that contains some information for help students to understand the material. It can help the students understand the topic and tell the story by using their own words easily. It is better for teacher to choose a story that contains a provocative and humorous story, because it can increase the student's interest.

3. Objective

An objective is a skill which the students will be expected at the end of the lesson. The teacher should tell to the students the objectives that are expected from them at the end of the course. The teacher can evaluate how far the students comprehend the lesson by arranging the objective.

4. Time allocation

The teacher must consider the time of the lesson in a meeting. It is used to measure how the teacher should spend time in every step of teaching. The teachers need to consider how long each stages of the teaching process will be taken.

5. Activity

Activity is what the teacher and the students do in teaching and learning process in the classroom. The teacher should invite the students to be active in learning process.

6. Evaluation

Evaluation is used to measure how far the students understand what the teacher has explained about. It can be done by asking some questions directly, giving some exercises, giving a homework or quiz. There are two aspects that will be assessed here: Cognitive and affective.

2. Procedure

a. Pre-Teaching Activity

In this stage, the teacher prepares the class condition related to the teaching and learning process. The teacher and the students do some following activities:

- 1) Teacher greets the students using English in order to create English Environment. (Good morning students? How are you this morning?)
- 2) Teachers and students pray together.
- 3) The teacher checks the students' attendance.
- 4) At the beginning of the lesson, the teacher may explore students' prior knowledge about some stories that they have already read or watched.
- 5) Then, to make the students have clear picture about narrative text, the teacher may play a video that include a popular story on in. In order to make the students understand about the video, the teacher may ask several questions such as:
 - a) What is the video about?
 - b) Who are the participants?
- 6) After getting the point about the narrative text, the teacher explains the narrative text in detail, the teacher may explain about the definition of narrative text, generic structure, language feature and social function.
- 7) Then, the teacher may ask the students to read a text about a story and ask the students to understand it well by offering some questions.
- 8) After the students understand about the text, the teacher may assess the student's ability in speaking skill by asking them to retell the story by using their own words.

b. Whilst- Teaching Activity

Whilst teaching activity is divided onto five sub stages: observing, questioning, associating, experimenting, networking.

1) Observing Activity

- Students listen to / watch the teacher's performance telling a short story
- Students watch to the video narrative
- Students pay attention to the social function, the structure of the text, linguistic elements, as well as the delivery format / text entry narrative

2) Questioning

Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material, and linguistic elements.

3) Exploring

In this stage, the teacher introduces the model of the text. The teacher states the topics that are going to learn. The teacher takes an example about narrative text to activate the students' background knowledge. There are some activities that the teacher and the students do. First, the teacher shows the text to the students. Second, in order the see whether the students understand or not about this text, the teacher offers some questions about the text. After that, the teacher discuss about the new vocabulary in the text with the students. Furthermore, based on the text, the teacher explains about the concept of a narrative text. Then, the teacher explains about the generic structure of the text. Then, after the students understand about the text, the teacher models how to tell this story in front of the class. After that, the teacher asks some students as the volunteer to retell the story above by using

their own words and present in front of the class. The teacher provides the pictures series to help the students to retell the story.

4) Associating

Students relate the narrative text that established with previous materials is presented. In this stage teacher associate what students have learned in previous stage. At this time, the teacher divides the activity into several stages. In the first stage, the teacher asks the students sit in the group of three or four. Then, the teacher gives another text to be discussed in their own group. There are some activities that the teacher and the students do. First, the teacher shows the text to the students. Second, the teacher divides the white board into two and asks the students to write it down what they know about the text one by one. In teaching the verbal linguistic learners, the teacher used the lightening marks to write the key words. After that, teacher explaining about the key words which written by the students on the white board. Then, the students discussed about the text in group. Finally, the students tell the story in front of the class by using their own words. The students will chosen randomly to see whether all the students understand about the text and having idea what they are going to retell in front of the class.

5) Communicating

In communicating, the teacher will choose randomly one of each group to come in front of the class to retell the story. After that, the other groups give feedback and teacher gives confirmation about the performance and assess the students' speaking by using scoring rubric on table 2.

c. Post-Teaching Activity

In conclusion, post teaching activities is the end of the learning process. In this activity, the teacher and the students make conclusion of what they have been discussed. Then the teacher and the students end the learning process.

C. CONCLUSION AND SUGGESTION

Based on the explanation, it can be concluded that in using the visual verbal linguistic intelligence activity for Junior High School students, the teacher must have prepare texts which available with marks of key words and video to make students understand about the text and asking students to tell the story can be used to know about student's comprehend. It can help the students to tell a text well. So, by providing an interesting strategy in teaching and learning process, it is expected that learning process will be effective and efficient.

The verbal linguistic intelligence activity can use the collaboration of text with marks of key words, video, and storytelling activity in teaching speaking a narrative text. It means that, this activity will comes up with interesting ways in teaching that will help the students' understanding of speaking a good text in English.

Based on the conclusion above, it is suggested to the teacher to use the collaboration of text with key words mark, video and storytelling activity in

teaching speaking a narrative text. Using this strategy is really helpful in teaching and learning process.

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