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Verbal Linguistic Intelligence of the First-Year Students of Indonesian Education Program: A Case in Reading Subject

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Abstract: This study aimed to describe seven indicators of students' verbal linguistic intelligence in reading subject. It used a qualitative research method. The subjects of this study were 30 students consisted of 9 male and 21 female students. They took the reading subject in the second semester of the first year. They were given a test of verbal-linguistic intelligence. Seven students were selected to be interviewed because they have verbal-linguistic intelligence and good communication. To find out the validity of the data, the researchers used triangulation of the test results and the results of interviews and triangulation of the second researcher and research assistants. Furthermore, the data were analyzed using the content analysis method which consisted of three steps, they were data reduction, data presentation, and conclusion drawing/verification. The results of the study show that there were seven indicators of verbal-linguistic intelligence of students in reading subject, first, having excellent initial knowledge in mentioning words, second, enjoying wordplay with Scrabble, third, entertaining themselves and other students by playing tongue twisters, fourth, explaining the meaning of the words written and discussed, fifth, having difficulties in mathematics lesson, sixth, their conversation refers to something they have read and heard, and the last, having the ability to write poetry based on personal experience.

Keywords: Indicator, verbal-linguistic intelligence, reading subject, transition period.

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Introduction

Multiple intelligences theory was firstly introduced by Howard Gardner in 1983. Since the emergence of this theory, it is considered the most recent theory of human intelligence. Howard Gardner describes seven areas of intelligence, namely: bodily-kinaesthetic, interpersonal, verbal-linguistic, logical-mathematical, intrapersonal, visual-spatial and musical. In 1997, Howard Gardner added naturalistic intelligence, and then in the following year, Gardner added one more intelligence, namely existential intelligence, so that now many people know that multiple intelligences consist of nine types of intelligence. According to Hajhashemi, Caltabian, Anderson and Tabibzadeh (2018), the theory of multiple intelligences is significantly and positively correlated with the learning experience. According to Hopper and Hurry (2000), the student learning process in multiple intelligences approach emphasizes their exploration and understanding. So that multiple intelligences can be integrated into courses at the university level (Yalmanci & Gozum, 2013). Based on some theories, this study takes verbal-linguistics intelligence as a part of multiple intelligences that is integrated into reading subject for the first-year students.

According to Gardner (1983), educators should apply the theory of multiple intelligences in the teaching and learning process. It is so because, from the point of view of multiple intelligences, the students can be successful through different pathways. This philosophical theory has implications for education in general and in language teaching in particular. Gen (2000) considers that multiple intelligences theory not only prioritizes the concept of theory but also has something more valuable in teaching practice. What the teacher has to do is consider the differences in multiple intelligences in each student and try to encourage students so that they can use the intelligence that varies in learning. To determine students' careers, Larsen-Freeman (2000) recommends that teachers should involve different intelligence to maximize the quality of learning. Furthermore, according to Cohen (2003), the teacher must acknowledge students' differences, in other words, multidimensional students should not be ignored. Instead, all

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students' cognitive aspects cannot be developed as a whole. In line with those theories, the lecturer had been learned about multiple intelligences before he came to the class. He realized that students would have different achievement in reading subject. After reviewing various theories of multiple intelligences deeply, there is a theory that leads to one's language skills, namely the theory of verbal-linguistic intelligence. This theory is, then, associated with the teaching of reading skills because someone who is skillful in reading also has good verbal abilities. In addition, 'reading' is a part of the contents of verbal-linguistic intelligence theory. In Gardner's theory, verbal-linguistic intelligence is a verbal ability that has been well developed and sensitive to the sounds, meanings, and rhythms of words. Armstrong (2009) argues that linguistic intelligence is the ability to use words effectively both in speaking and in writing. This intelligence includes the ability to manipulate the syntax or structure of language, phonology or sound of language, semantics or word meaning, and pragmatic dimensions. According to Baum, Viens and Slatin (2005), a person's ability to use mother tongue and foreign language is also part of verbal-linguistic intelligence. Razmjoo and Jozaghi (2010) added that someone who has high verbal-linguistic intelligence is able to become a writer, novelist, comedian, and poet. It can be concluded that verbal-linguistic intelligence includes the ability to speak, articulate, and express, and convey one's thoughts and feelings to the outside world in one or more languages. A good writer must have a good ability to use words; this ability can be developed through reading. Akyol and Boyaci-Altinay (2019) state that reading as the individual skill is acquired through education and will develop over time. According to Susanto (2011), reading is translating symbols (letters) into sounds combined with words. The words are arranged so that we can learn to understand them and can read notes. In addition, Reading is an interactive activity to pick and understand the meaning of written language. Reading is also a process that is carried out and used by the reader to get the message conveyed by the author through the words (Somadoyo, 2011). This statement is in line with the opinion of Tarigan (2008) that reading is a process carried out by the reader to obtain a message conveyed by the author through the words. Besides, reading can also be considered as a process of understanding what is implied in writing, seeing the thoughts contained in the written words. Grabe and Stoller (2001) define reading as a process of interaction between readers and the smoothness of the text. Here, the reader interacts with the text when he/she tries to deduce the meaning and find various kinds of knowledge, including linguistics or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). Simon in Retnowati et al. (2018) says that knowledge plays a role in character building.

Meaning is very closely related to the purpose of reading, this is supported by Gillakjani and Ahmadi (2011) who explain that the main purpose of reading is to get the right message from the text written by the author so that the reader can understand it.

Each student has a different ability in understanding a reading text, especially for first-semester students, because they experienced a transition period. According to Conley (2005), the transition period is directly related to success in class and students' behavior, so that, according to Friedlander, Reid, Shupak and Cribbie (2007) there are three important areas that are very influential, namely the adjustment of academic, social, and emotional fields. According to Pan (2004), reading skills are needed in facilitating teaching and learning activities for optimal academic achievement. It can be concluded that reading is a way in translating letters combined with words to obtain a message conveyed by the writer. So, there is an indirect interaction between the readers and the writer through the written texts.

The teaching and learning activities in the first-year of the Indonesian language and literature program require the students to have verbal linguistics intelligence. It can help the students to have good language skills. Verbal linguistics intelligence can be developed through various ways, such as by implementing various teaching method (Windura, 2008), it can be influenced by teachers, parents, teaching materials, teaching methods, and even environment (Tientje, 2010). The characteristics of those having verbal linguistics intelligence are they like playing with language, such as reading, writing, sounds, interpreting, and narrating (Halil, 2017).

Research on Verbal-linguistic intelligence has been studied by Hali (2017). The aim of Hali's research was to know how to apply the literary learning model based on verbal-linguistic intelligence. In this study, Hali found that there are five components that can be used in learning-based models of verbal-linguistic intelligence, namely 1) definition, 2) characteristics, 3) teaching strategy, 4) final learning outcomes, and 5) figures. Dewi (2012) explain that the students who were given essay test have higher verbal-linguistic intelligence than those who were given a matching test. The study of Parsa, Jahandar, and Khodabandehlou (2013) shows that verbal-linguistic intelligence is pivotal for communication. In addition, the study of Mirzazadeh in Gohar and Sadeghi (2015) reveals the influence of multiple intelligence in learning the second language. In this study, the researchers intended to develop verbal-linguistic intelligence of students reading subject based on the indicators developed by Armstrong (2009) and describe each of the students' verbal-linguistic intelligence. The difference between this study and those researches is that it aims to describe seven indicators of students' verbal-linguistics intelligence in reading subject.

Methodology

Research Goal and Limitation

The purpose of this research was to describe seven indicators of students' verbal-linguistic intelligence in reading subject. It limits to investigate the reading subject of Indonesian language. The participants are the first-year students of Indonesian Education Department.

Research Design

This research was qualitative research with a case study design. Yin (2003) stated that using a single case study was appropriate when studying a representative case. It was supported by Creswell (1998) who said that case study was a qualitative research that had a purpose to explore the real object, then collect the detail data by involving many source of informations and finally make descriptive report This study highlighted a case of how was the verbal-linguistic intelligence of the first-year students when they studied reading subject. It would like to describe in detail and find the relations of the keywords in it. It meant to study deeply that the students' verbal-linguistic intelligence influenced to their achievements in reading subject. This study lasted for 6 months, starting from March to August 2018 in the Indonesian Language and Literature Education Program, IKIP PGRI Bojonegoro, Indonesia

Sample and Data Collection

The subjects in this study were 30 students consisted of 9 male students and 21 female students. The subjects were chosen purposively by considering that they took the reading subject in the second semester of the first year of the Indonesian Language and Literature Education Program. The thirty students were, then, given a test, after the test results of the thirty students were analyzed, and then the researchers took 7 students to be interviewed by the consideration that these students have verbal-linguistic intelligence and good communication methods.

The technique used by the researchers to obtain the data is by giving a test and interviews with the subject. The test that was used refers to the indicators of the verbal-linguistic intelligence category developed by Armstrong (2009). These indicators can be described in the following table.

Table 1. Armstrong's verbal-linguistic intelligence category (2009)

Aspect	Verbal-linguistic intelligence category
1	I can hear words in my head before I read, speak, or write them down.
2	I enjoy word games like Scrabble, Anagrams, or Password.
3	I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
4	Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
5	English, social studies, and history were easier for me in school than math and science.
6	My conversation includes frequent references to things that I've read or heard.
7	I've written something recently that I was particularly proud of or that earned me recognition from others

The researchers gave a test based on the verbal-linguistic intelligence category. The indicators were developed by the researchers (Table 1). The results of the test were used to estimate one's intellectual by giving various assignments (Widoyoko, 2012).

The unstructured interview was conducted by the researchers by giving open-ended questions. The results of the interview were recorded (Creswell, 1998). The questions given were open-ended so that they could be answered by the research subjects according to their verbal-linguistic intelligence conditions. In-depth interviews were also conducted in order to obtain detailed, honest and in-depth data.

Validity of the data

To find out the validity of the data, triangulation techniques was used in this study. According to Denzin (1970), the types of triangulation were triangulations of data, researcher, method, and theory. The researchers used triangulations of data and researcher. In data triangulation, the researchers compared the test results and the results of interviews. In the triangulation of researcher, the both researcher examined the research data to ensure that it was reliable. It was done to reduce the inaccuracies in collecting the data.

Analyzing of Data

The researchers used the content analysis method as a data analysis technique in this study. The content analysis describes an archive mode message, so the researchers working in this research are very careful to draw their conclusions (Neuendorf, 2002). The content analysis method is described by Miles and Huberman (2007) as components of the flow model data analysis consisting of three activities that were run simultaneously, namely 1) data reduction, 2) data presentation and 3) conclusion/verification drawing. These three components are intertwined well, before, during, and after the implementation of data collection.

1. Data Reduction

In this step, the researchers took note of the results of students' answers in the form of an essay. Those data, then, were analyzed to choose the ones which contain the elements of verbal-linguistic intelligence.

2. Data Presentation

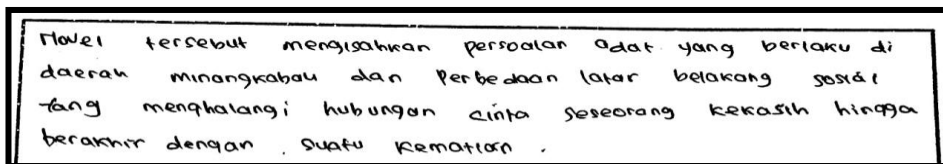
After the data were reduced, the researchers found 7 data that contain verbal-linguistic intelligence. Those data, then, were arranged in detail and well-presented. After that, the data were analyzed to get the description of each indicator of verbal-linguistic intelligence.

3. Conclusion Drawing/Verification

After the 7 data were presented, the researchers made the temporary initial conclusion about the students' verbal-linguistic intelligence who joined the reading class. This initial conclusion, then, was verified by conducting an interview to the 7 students who have verbal-linguistic intelligence and good communication. If the results of the interview were supported by strong evidence and the data were consistent with the initial conclusion, then, it is credible.

Findings / Results

Based on the verbal-linguistic intelligence category developed by Armstrong, the following is the explanation of each indicator that shows the verbal-linguistic intelligence of students in participating reading class. In the first indicator, the student seemed to have very good initial knowledge in mentioning words from the title of a novel that he had never read. The novel that was used as a command question was the novel of *Tenggelamnya Kapal van der Wijch* (the Sinking of the van der Wijch Ship) by HAMKA. The words written by the student based on the question can be shown in the following figure.



The translation: the novel tells the cultural problem in Minangkabau and the difference of social background which became a problem for a love relationship of a couple until they died.

Figure 1. The 1st Participant's Answer

On the test, the student wrote the words "story, culture and custom, Minangkabau, social background, love, and death". Based on the answers written by students, it can be seen that the student was able to express the words in his mind through writing. The written words were the novel theme. When the researchers asked why he answered like that, he explained that the words appeared in his mind when he saw the title of the novel and the author. This can be shown in the following interview excerpt.

R : "Have you ever read this novel?"

P1 : "No, sir!"

R : "But, how could you write those words?"

P1 : "I analyzed the title of the novel, Sir. It appears that the novel was published in the 19s, in this period, usually, the novel contains the theme of forced marriage which leads to death."

R : "How could you mention Minangkabau?"

P1 : "I analyzed it from the novel writer, the writer came from West Sumatra, it could be the Minangkabau region as a place in the novel, because, many novels in this era raised Minang culture"

The second indicator is that the students can enjoy word games. To find out the students really enjoy word games, the students were given a scrabble game, this game is conceptualized by giving questions about language and answers to these questions have been provided in the form of scrambled letters. This can be shown in the following figure.

A	B
a. Bentuk puisi Melayu Klasik, berisikan pepatah maupun perumpamaan yang mengandung senda gurau, sindiran bahkan ejekan	a. E-L-O-S-A-K SELOKA
b. Teks yang berisi tentang proses "bagaimana" dan "mengapa" mengenai suatu topik yang berhubungan dengan fenomena alam, sosial, ilmu pengetahuan, budaya yang terjadi dalam kehidupan sehari-hari.	b. P-S-E-K-L-I-S-A-A-N EKSPLANASI

The translation: a. The form of classical Malay poem, containing the proverbs that contain a joke and satire. b. The text that contains a process of 'how' and 'why' about a certain topic dealing with the natural phenomena, social, science, and culture of daily life

Figure 2. The 2nd Participant's Answer

The first question says "the form of classical Malay poem, containing the proverbs that contain a joke and satire", while the second question says "the text that contains a process of 'how' and 'why' about a certain topic dealing with the natural phenomena, social, science, and culture of daily life. Based on the two answers to the questions, it can be seen that the student really enjoyed the word game. He answered both questions correctly. The first question with the arrangement of letters E-L-O-S-A-K can also be answered with the word K-O-L-A-S-E, but in fact, students can correctly answer S-E-L-O-K-A. The second question is classified as new information for second-semester students, but the novelty of this question does not make students difficult to answer. He answered correctly because he was able to compose words carefully from scrambled letters, he also said: "this is not a mere coincidence, but because I can relax in playing scrabble". This can be shown in the following interview excerpt.

- R : "Have you ever heard the word 'seloka'?"
 P2 : "Yes, sir, I've ever read in a newspaper so I know the answer."
 R : "For the question B, have you ever read or heard?"
 P2 : "I have never heard, sir, but I tried to arrange the words into a meaningful word, I tried to arrange the word 'P-S-E-K-L-I-S-A-A-N'. From the arrangement of letters on the computer keyboard, I found the word 'EKSPLANASI'."

The third indicator is that the students can entertain themselves and other students with tongue twisters game. In the question, the researchers gave the keywords "Batuk, batuk, Batak, rusuk, dan susuk (Cough, shell, Batak (one of the tribes in Indonesia), ribs, and implants)". After paying attention to the keywords, the students were told to continue the words. The results of the students' answers can be seen in the following figure.

Batuk	batik	batok	botak	Batak
rusak	rusuk	Sasak	susuk	Sisik

The translation: Cough, Batik, Shell, Bald, Batak, Damage, Rib, Sasak, Implant, Scales

Figure 3. The 3rd Participant's Answer

On the answer sheet, the student could write the words "batik, botak, rusak, Sasak, and sisik (Batik, bald, damage, Sasak, and scales)". Based on the results of the student's answer, it can be said that the student is able to compose words that have almost the same phoneme arrangement. When the researchers asked the reason why he wrote so, he only replied that he wrote the words only to see the phoneme arrangements in the words before and after, so that if they were read would have a unique effect. This can be shown in the following interview excerpt.

- R : "Why did you write the words batik, botak, rusak, Sasak, and sisik?"
 P3 : "I immediately thought of those words, sir. I only saw the arrangement of phonemes before and after the words"
 R : "Have you ever played and made tongue twisters game?"
 P3 : "I have never played it, sir, but I often play syllables'sa, si, su, se, so when I was in high school and only this time I made tongue twisters"
 R : "Are you entertained?"
 P3 : "Yes, sir, I was amused."

The fourth indicator is that the students can explain the meaning of the words he wrote and talked about. The students on this indicator were asked to write a text that he remembered. From that text, the researchers asked the meaning of the words he wrote.

On the answer sheet, the student could write the words 'Tongkonan, rumah adat, suku Toraja, Sulawesi Selatan, melayat, orang mati, musyawarah, upacara kematian (Tongkonan, traditional house, Toraja tribe, South Sulawesi, mourn, dead person, discussion, death ceremony)' in the first paragraph. In the second paragraph, the student wrote the words

"Lambang dan lembaga sosial (Symbol and social institution)". In the fourth paragraph, the student wrote "Politik, Sosial, keagamaan, dan pusat pembinaan adat (Political, Social, Religious, and Traditional Coaching Centers)". In the last paragraph, the student wrote the words "Perlambangan, leluhur, dan keturunan (symbolization, ancestors, and descendants)". From the four paragraphs he wrote, then the researchers asked a question, why did he write like that, he only answered, because I had read it, so I remembered and wrote it on my answer sheet, this can be shown in the following interview excerpt.

R : "Why did you write this?"

P4 : "Because I ever read the article, Sir, when I was in high school, and I still remember the Toraja traditional house"

R : "Do you know what that means?"

P4 : "The mourning is coming to the house of the person whose family passed away, with the aim of entertaining and encouraging"

R : "What do the symbol and social institution mean?"

P4 : "The symbol can be interpreted as a symbol of a statement that contains certain intentions, while a social institution, as far as I know, is the body of an organization that has the purpose of doing social activities, for example helping disaster victims, supporting poor people, and so on".

R : "Do you know the meaning of the words you write?"

P4 : "Yes, sir, I know the meaning of the words I wrote".

The fifth indicator is that the students have difficulty in mathematics. The students on this fifth indicator tend to prefer English, social, and historical lessons compared to maths and science lessons. In this fifth indicator, the researchers gave a series of problems to students, but the student could not answer them, this can be shown in the following figure.

2, 5, 10, 16, 26, 37

Figure 4. The 5th Participant's answer

Based on these answer, the students have not been able to answer the questions correctly, he answered with 16, while the correct answer was 17. When the researchers asked the students, he gave an explanation that he had tried to do the count, but the results he found were 16. An interview excerpt between researcher and student can be shown in the text of the following conversation.

R : "Why did you answer 16?"

P5 : "I answered it with a random answer, sir"

R : "could you count it using the series formula"

P5 : "Sorry, sir, I can't, this is difficult for me."

R : "Do you prefer reading or counting?"

P5 : "I prefer reading, sir, moreover reading novels or short stories."

The sixth indicator is that the students' conversations refer to something they have read and heard. In this indicator, the researchers invited the student to have a dialogue with the topic "the 18th Asian Sports Party in Indonesia 2018". The words spoken by the student can be seen in the following figure.

Jakarta	Palembang	Stadion Gelora Bung Karno
Atlet	Stuntman	Presiden Ir. Joko Widodo
Benua Asia	Via Valen	lagu Meraih Bintang Sukses
Medali	Timnas	Asean Games

The translation: Jakarta, Palembang, Gelora Bung Karno Stadium, Athlete, Stuntman, The President Ir. Joko Widodo, Asian Continent, Via Valen, The song 'Meraih Bintang Sukses', Medal, National Team, Asean Games

Figure 5. The 6th Participant's Answer

The list of words in the answer box was derived from the results of the conversation between the researcher and the student when the researcher asked the reason why the words were spoken, he answered because I had read articles and had heard from his classmates. The excerpt of conversations between researchers and the student can be shown in the following text.

R : "where is the 18th Asian Games was held?"

P6 : "in Jakarta and Palembang, sir, but the opening itself was held at Gelora Bung Karno, Jakarta"

R : "In your opinion, how was the 18th Asian Games opening ceremony?"

P6 : "Great, sir, this event was attended by the President of the Republic of Indonesia, Mr. Ir. Joko Widodo invited guests and athletes. The president also had a stuntman. The opening was also attended by famous artists in Indonesia as well as the singer of the song "Meraih Bintang Sukses", the song that was made as the 18th Asian Games theme song"

R : "Do you know, what sports were followed by Indonesian athletes?"

P6 : "Unintentionally, I heard what my friend was talking about when I was at the coffee shop, my friend said that many sports were followed, including football, martial arts, volleyball, takrow football, and many more."

The seventh indicator is that the students can write poetry based on personal experience and can read it in front of friends. The poem is entitled "change". This poem was written based on stories that have been experienced by the student in the past. This poem tells the story of changes experienced by the student from childhood to adulthood. When the researcher asked why you wrote with the title 'change', he only answered, it was the personal experience that he always remember and made him sad, the changes that he experienced in his family. This can be shown in the following interview excerpt.

R : "Could you write poetry? When do you usually write poetry?"

P7 : "Yes, I usually write it in my spare time and if I have a lot of activities, sometimes I write the poem in a small pocketbook, maybe just a piece or sometimes just in line, I do so I don't forget the words that crossed in my mind, if I don't have much activity later, I will copy it in my book for me to document."

R : "Are you shy to read a poem about you in front of your friends?"

P7 : "No sir, I used to read poetry in front of my friends, but I still have to improve that skill"

Discussion and Conclusion

Referring to the verbal-linguistic intelligence categories of Armstrong (2009) and verbal-linguistic intelligence developed by researchers, the characteristics of students' verbal-linguistic intelligence in each indicator can be explained in table 2.

Table 2. The characteristics of students' verbal-linguistic intelligence

Students' verbal-linguistic intelligence	Common description
I can hear words in my head before I read, speak, or write them down.	The students could analyze the title of a novel to find the words The students could find the theme of a novel from its author and the period of publication
I enjoy word games like Scrabble, Anagrams, or Password.	The students could find the answers of scrabble game The scrabble game can enable them arranging words based on the words on the computer keyboard
I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.	The students could write the words based on phonemic arrangements
Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.	The students could explain the meaning of the words they have written The students could explain the meaning of the words they have spoken
English, social studies, and history were easier for me in school than math and science.	The students did not know the series number formula The students could not answer the question about the series number
My conversation includes frequent references to things that I've read or heard.	The students could have a conversation using the vocabularies that they have ever read and heard
I've written something recently that I was particularly proud of or that earned me recognition from others	The students could think creatively in making a poem based on their own experiences and read it in front of their friends

Based on table 2 above, the characteristics of students' verbal-linguistic intelligence can be explained as follows.

From the first indicator, the student seemed to have very good initial knowledge in mentioning words from the title of a novel that he had never read. He was able to express the words in their minds through writing. The words expressed can be categorized into a novel theme. Themes are abstract ideas that are implicitly raised (Nurgiyantoro, 2013), Themes are the starting point of a story's mandate (Halliday, 2000). Students who can mention the novel theme generally know the content of the novel because of the new information contained in the text (Cummings, 2003). According to Kosasih (2012), the theme is the idea that forms the structure of the story in the form of humanity, power, love, jealousy, and other problems. Thus, the student, in the first indicator, has verbal-linguistic intelligence in finding words from the text that they have not ever read.

In the second indicator, the student can enjoy word games through scrabble games. He can answer two questions given by the researchers, the first question he answered correctly because he had read the question in a newspaper, while the second question he could answer the question because he used his instinct to arrange words according to the composition of the computer keyboard. According to Hebblethwaite (2009), Scrabble game is suitable for building language skills, vocabulary training, training basic maths skills, sharpening the brain, and sharing pleasure in the scope of life. According to Kobzeva (2015), the Scrabble game can create a more intensive student learning atmosphere, students can ask and answer, be directly involved in critical thinking, see the relationship of each idea, and overcome real-life problems. Thus, scrabble game players must strive to achieve challenging goals (Heinich, Molenda, Russel, & Smaldino, 2002). The verbal-linguistic intelligence of students on this indicator is that they can enjoy word games through scrabble games, the words compiled by students show the correct answers to the questions given.

In the third indicator, the students can entertain themselves and other students with tongue twisters game. The students can combine words by considering the phonemes so that it becomes difficult to pronounce the words. It is an essential part of tongue twisters. Students who are able to compose words according to the questions, on this indicator, can be categorized as those having verbal-linguistic intelligence because they can entertain themselves and others in tongue twisters. According to Saito and Baddeley (2004), the game of tongue twisters was used in the verb section on memory tests. This is a pronunciation exercise for words, phrases, or sentences that are difficult to say sequentially because they are packed with the same repetition of sounds (Vas, 2007). The phrase that can be used in tongue twister games is wood house, so kind, is sleeping, postcode, sweet rambutan, stories book (Saddhono, Hasanudin, & Fitriyaningsih (2019). Although phoneme errors often result in exchanges between stimuli (eg she shells sea sells), they also produce repetitions of the same item (Henson in Acheson & MacDonald, 2009). According to Akyuz (2017), tongue twisters help students improve their speaking, pronunciation and motivation skills. Tongue twisters can be a warm-up exercise in speaking, especially individuals in the public sphere such as actors, politicians, motivational speakers and other professions such as pastors, teachers, scientists, and students (Wells-Smith Partners, 2012).

In the fourth indicator, the student can explain the meaning of the words he wrote and talked about. He can write four paragraphs about "Torajan Traditional House". From this writing, the students can explain the meaning of the words contained in their writings. Yunus (2015) argues that writing is a text from what it is known and experienced, and the results can be read and understood (Susanto, 2015). Writing skills play an important role in increasing students' exposure and competence in communication and interaction (Javed, Juan, & Nazli, 2013). The verbal-linguistic intelligence of students, on this indicator, is that they can explain the meaning of the words they wrote.

In the fifth indicator, the students have difficulty in mathematics. In this indicator, the researcher gives a series number question to the students. They cannot answer series number problems. Tambychik and Meerah (2010) state that students face difficulties in solving mathematical problems. According to Acharya (2017), Mathematics is a difficult subject and the majority of students fail in mathematics. The research results of Zan and Martino (2008) prove that students do not like mathematics because they cannot do it. Manullang (2016) supports the approach to teaching mathematics by emphasizing the accuracy of language and the process of learning through problem-solving. The students, on this indicator, seem to have verbal-linguistic intelligence instead of logical-mathematical intelligence. It is in line with Pursun and Efilti (2019) who said that multiple intelligence and another intelligence do not only complete each other in achieving success but they also interact with each other.

The sixth indicator is that student conversations refer to something he has read and heard. In this indicator, the researcher invites students to have a dialogue with the theme of 'the 18th Asian Games in Indonesia 2018'. The researchers wanted to explore the students' vocabulary through questions that require students to remember the vocabulary he has read and heard. The results of the dialogue with students showed that the vocabulary he had spoken during the conversation always referred to the vocabulary he had read and heard, the vocabulary he had read was sourced from related articles, while the vocabulary he had heard came from conversations between friends. Both of these shreds of evidence show that the verbal-linguistic intelligence of students on this indicator can be seen from the way conversations conducted by students in using the vocabulary they have. According to Uzun (2009), vocabulary becomes one of the important issues related to teachers and students. Students cannot make meaningful sentences in communication without having a good vocabulary (Manik & Christiani, 2016). Vocabulary is needed to communicate ideas and express the meaning of the speaker (Alqahtani, 2015). According to Robihim (2008), vocabulary mastery is closely related to reading ability and contributes greatly to the ability to read, listen, write, and speak. Therefore, someone who has good vocabulary mastery is identical to someone who has high knowledge.

Based on the findings of the study, there are indicators that show students' verbal linguistics. The indicator that the author finds is that students can think creatively in creating poetry inspired by personal experience and reading it in front of their friends. Students on this indicator have verbal-linguistic intelligence in writing and reading poetry. This can be seen from the poetry he wrote, he can write poetry based on his experience, he not only made the experience as a diary, but he wrote it in a poem with all the beauty of his words. He has a lot of vocabulary and can use diction properly. The use of diction in accordance with personal experience makes him think creatively in creating his poetry. Thinking is a fundamental human characteristic (Robson, 2006). According to Lang and dan Evans (2006), an important aspect of thinking is the ability to think creatively (Santrock, 2011). Creative thinking produces something new. This creative thinking ability is very influential in vocabulary and diction in creating a poem. According to Noval (2011), the main word in building the image of poetry is by using semantic theory, such as repetition, parallelism, metaphor, metonymy, heaps of images, simile, personification and irony and musical devices such as alliteration and assonance. According to Adika and Klu (2014), in appreciating the success of poetry, it needs several dictionaries, high imagination, and critical thoughts, which have an impact on the large of the reader literature.

It can be concluded that there are seven indicators of students' verbal-linguistic intelligence in following the reading subject. The seven indicators are, 1) Students have very good initial knowledge in mentioning words from the title of a novel that he has never read. 2) Students can enjoy wordplay with scrabble games. 3) Students can entertain themselves and other students with tongue twisters game. 4) Students can explain the meaning of the words he wrote and talked about. 5) Students have difficulty in the mathematics lesson. 6) Students' conversations refer to something they have read and. 7) Students can write poems based on personal experience and being able to read it in front of friends.

Suggestions

Based on the results of the study, teachers and all education practitioners of reading subject are suggested to understand the students' intelligences. Whether the students have to develop their verbal-linguistic intelligence to have better achievement in the reading subject. Each student has different level of intelligence, and the main goal in learning is growth. This study highlights verbal-linguistic intelligence of the first-year students. The characteristics of their verbal-linguistic intelligence can be viewed from the Table 2 in which the strategies stated are promising and successful activities for the language learners. It can be used by the teachers or educators of language learners in their classes. Finally, other researchers can analyze other aspects of verbal-linguistic intelligence and the result of this study may be used as early information to conduct further researches.

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