

The Students' Linguistic Intelligence Profile on Speaking Skill at SMA Negeri 21 Makassar

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Abstract

This research aims to reveal the students' linguistic intelligence profile on speaking skills. This research employed a qualitative research design, with the use of qualitative methods explored the relation between the students' linguistic intelligence to their skills or abilities in speaking. This study involved the students of class XI grade SMA Negeri 21 Makassar, consisted 50 students, in which the research participants were divided into two classes, XI.4 and XI.5, with 25 students per class. In the process of collecting the data, several instruments were utilized such as observation, students' English intelligence assessment that contained students' responses to linguistic intelligence, and interviews. This research analyzed the data through three phases, including data reduction, data display, and verification, in order to investigate the impact of students speaking skills as measured by their intelligence in linguistics, which were then classified into four categories such as low, average, good, and excellent. The result of this study revealed that the majority of students in both classes XI.4 and XI.5 mostly came into the good category regarding their linguistic capabilities, with 10 and 11 students, respectively. These findings indicated that a significant number of the students were dominating in the aspect of could speak the target language with correct intonation and pronunciation but still required corrections and guidance since the students were not too fluent in performing speech. Moreover, two students in grade XI.5 showed a high standard of fluency, vocabulary, and a good understanding of grammar and idioms, placing them in the "excellent" category. Both of these students demonstrated their linguistic knowledge can adapt well to various communication situations, and be aware of relevant communication norms and ethics.

Keywords: *Linguistic Intelligence, Students' Profile and Speaking Skill*

1. Background

The widespread use of English in social and educational contexts has enhanced English's reputation as a foreign language in Indonesia. One of the foreign languages is the English language. It becomes crucial in the area of education. Since many language lessons in our nation include the English language, Littlewood (2011) lists a number of purposes for learning a foreign language, including language study and cross-cultural dialogue. He added language as a means of communication and was the most complicated tool created by man in which each language has a unique structural system. Thus, language is closely related to psycholinguistics which is a combination of the two sciences of psychology and linguistics.

In this case, psychological and linguistic study can teach us about the nature and structure of the language itself, as Natsir (2017) classified, psychological research can teach us about how students learn languages. Marat (1983) defined psycholinguistics as the study of language usage and language learning in humans, with a focus on the study of language systems that exist in humans and can explain how people may understand and express other people's thoughts in a way of expressing one's own ideas with words, whether orally or in writing.

In this regard, to solve issues or produce things that are valuable to a community, Gardner (2000) describes intelligence as the bio psychological capacity for analyzing information that can be generated in a cultural

context and over the years, intelligence has changed and evolved. According to Gardner (2010), intelligence is commonly regarded as a singular characteristic of the human ability to think critically. For this reason, it could be considered that intelligence can be accessed through a standardized tool called the IQ (Intelligence Quotient) test, which entails verbal and logical-mathematical examinations, although, in other ways, numerous limitations exist associated with the standard understanding the conceptual of intelligence.

Moreover, Howard Gardner (2010) stated the hypothesis of multiple intelligence conceives individuals do not possess all of their potential intelligence at birth. This hypothesis questioned the conventional wisdom that there is just one type of intelligence, namely multiple intelligence, which exclusively emphasizes cognitive skills. He added that the most highly valued modalities in education and society are linguistic and logical-mathematical, with linguistic intelligence being the component with the highest significance. In regard to this, the researcher conducted this study with a focus on linguistic intelligence in order to analyze the students' capability in linguistics through their speaking skill. Linguistic intelligence, as defined by Baum et al. (2005), refers to a person's capacity to effectively use language as a means of expression and comprehension in interacting with others. In short, linguistic intelligence means the knowledge of understanding the structure of the language, words, rhythm, and the ability to write.

Based on the preliminary observation in SMA Negeri 21 Makassar, the researcher found out there are still many students who struggle to speak clearly. Some issues existed that made the students hardly in their speaking performance they were lack of vocabulary, lots of hesitation, startled and poor in having their pronunciation. Due to this concern, some activities were used by the teacher to overcome the students' difficulties during the learning process, particularly in speaking such as organizing debates, speech, storytelling in front of the class, guessing games, spelling words, and discussions. These activities are considered to make the further classroom interaction of teachers, and students much easier regarding the introduction of linguistic intelligence and its use in speaking during the learning process. As indicated earlier, speaking in this context is a part of linguistic intelligence which is very important for students to communicate, but this is hampered due to issues that exist in the school, therefore the issue related to Gardner's theory in 2010 about linguistic intelligence in which the ability to use and process words effectively, both orally and writing.

Therefore, in relation to the statement above, the researcher aimed to conduct research about the importance of learning to recognize students' linguistic intelligence during the learning process to see themselves as a learner, with a focus on the students' speaking activity.

2. Literature Review

Linguistics Intelligence

Thurstone first proposed the theory of linguistic intelligence in 1938 in response to his rejection of the idea of general intelligence. He proposed the multiple-factor hypothesis, which claimed that verbal understanding, number ability, word fluency, spatial imagery, associative memory, reasoning, and perceptual quickness are the seven main components of intelligence. Thurstone (1938) contended that a person could be highly skilled in one area of intelligence (like verbal understanding) while being significantly less experienced in another (such as perceptual speed). On consider that is related to linguistic intelligence that must learn by students, this is related to language skills, namely listening, speaking, reading, and writing (Armstrong, 2002). The opinion above also explicitly states that Psycholinguistics also studies the acquisition of language by humans so that humans can speak. Furthermore, being able to communicate with other humans, including the stages that a child goes through when a child learns a language, as stated (Tarigan, 1985), Psycholinguistics is a science that studies children's language development. All languages acquired are essentially needed to communicate.

Dewi et al. (2018) state that students with linguistic intelligence will have significant potential for language learning in four areas, including speaking, listening, reading, and writing so that students' potential in linguistics will indirectly develop. This is in line with Umareani's (2014) opinion, which holds that linguistic intelligence emphasizes four language skills, namely listening, speaking, reading, and writing, so that students will have strong potential to grow it by developing their linguistic intelligence. Students with higher levels of linguistic intelligence have greater levels of competency in their knowledge of Indonesian.

These two theories contend that each person's level of intelligence has a crucial psychological role. According to Gardner (1999), intelligence is much more than IQ because, in the absence of output, intelligence is different from having a high IQ. His theory states that intelligence is a biopsychological ability for information processing that may be used to solve issues or create things that are valuable to a culture.

Howard Gardner included linguistic intelligence in his 1983 multiple intelligence hypothesis as a result of his examination of human cognition via a number of distinct disciplinary lenses, including psychology focuses on human behavior, neurology focuses on the brain and nervous system, biology focuses on living things and their lives, sociology focuses on social structures and social processes, and anthropology focuses on human life in terms of culture.

There are various qualities or skills that must be possessed in linguistic intelligence. These skills relate to the ability to utilize language both orally and in writing. Speaking, artistic or journalistic talent, sensitivity to the sounds, rhythms, and meanings of words, as well as comprehension of various language functions are all examples of verbal-linguistic intelligence, according to Weber (2005, p. 4). Poets are the best at displaying this type of talent. Finally, it may be deduced from the theories presented above that linguistic intelligence refers to the capacity or aspect of using a language in written form, including its letter, word structure, vocabulary, grammar, and reading comprehension.

The Characteristic Students' Linguistic Intelligence

The traits of the students' verbal/ linguistic intelligence are as follows: a. understand jokes, puns, and riddles; b. spell with ease; c. like word games; d. employ descriptive language; e., are strong storytellers; f. internalize new material through lecture and discussion; and h. easily demonstrate understanding through discussion and essays.

Support this intelligence in the classroom by allowing students to: a. explore new vocabulary; b. learn words and expressions from other languages; c. encourage opportunities for public speaking; d. incorporate drama into learning; e. keep daily journals; f. promote opportunities for creative writing; g. foster oral storytelling; h. include opportunities for expository and narrative writing; and i. use high-quality children's and young adult literature in the classroom. According to Armstrong (2009), learning capacities of students' verbal language intelligence: Understanding word order and meaning; persuasion; explaining, teaching, and learning; humor; memory and recall; and "meta-linguistic" analysis, or the capacity to comprehend another person's message as much by their manner of expression as by what they actually say.

One of the nine intelligences humans possess is linguistic intelligence, which Howard Gardner first identified as the capacity to use words effectively orally and in writing. Linguistic intelligence is the capacity to organize ideas coherently and to use this capacity skillfully to communicate ideas in speaking, reading, listening, and writing (Lwin, 2008).

Linguistic intelligence is the capacity for understanding and utilizing language in individuals. The level of linguistic intelligence varies from person to person. For instance, despite being twins, members of one family exhibit differing levels of linguistic intelligence. The use of language is a skill that some people have mastered while others have not. When a person can orate clearly and forcefully, their level of linguistic ability is excellent.

Linguistic intelligence is the capacity to communicate effectively in both spoken and written form. Memorizing words in the form of knowledge, influencing and convincing others, reading books, acquiring a new language, or copying a new dialect are all easy for those who are classified as linguistic intelligent. The end state suitable for this intelligence is becoming interpreters, teachers, editors, linguists, etc. The activities for increasing linguistic intelligence are:

- a. Visit the library every day.
- b. Read the book and newspaper for some of moments.
- c. Read and talk about anecdote.
- d. Write a diary.
- e. Doing words game.
- f. Remember song and story.
- g. Discussing and debating.

According to Armstrong (2002), aspects of linguistic intelligence are related to language skills. Inside parts of linguistic intelligence are divided into four, namely: reading skill, writing skill, speaking skill, and listening skill. According to Laily, (2014), Reading is a complex process and complicated. According to Sulistiyarningsih (2010), Writing is something process of thinking and expressing those thoughts in the form of discourse (writing). Listen is a process that has been planned to organize what is heard and place voice messages that are heard and then captured into meaning or acceptable information (Abbas, 2006). The definition of speaking is also put forward by Ningsih (2017), Talking is the ability to pronounce language sounds to express or convey thoughts, ideas, or feelings verbally.

Prawira (2012) claims that the goal of linguistic intelligence development is to produce students or children who are intelligent, capable of good oral and written communication, language skills to persuade others, the ability to remember and memorize information, the ability to give explanations, and the ability to discuss the language itself. High language proficiency is typically demonstrated by the individual's enjoyment of language-related activities, such as reading, writing essays, writing poetry, compiling pearls of wisdom, and so forth. A person's character is also impacted by their IQ. When someone speaks in public is decided by this intellect. Teachers can give each student a chance to sing or read a story in front of the class, participate in singing competitions, read stories or poems, or read stories.

The Types of Linguistics Intelligence

Students' linguistic intelligences are able to use words well, for example when writing, telling stories, memorizing information, and like to read. Linguistic intelligence is divided into several parts according to the existing skills in English. Which are:

a. Speaking

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they do not match our opinion, as well as the ability to ask and answer these questions.

b. Reading

Reading is a person's ability to read and understand a reading context so that they can conclude the content of the reading context.

c. Writing

Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader.

d. Listening

Listening is our ability to understand what other people convey very well. Not only that but also the information we get through other media.

Meanwhile, Mariani (2018) identified the following traits as being present in students that exhibit linguistic intelligence:

1. Enjoys telling stories. They enjoy sharing stories with others and are always happy to do so, both verbally and in writing.
2. Enjoy reading. Some students dislike reading books, however this is not the case for those with higher levels of linguistic ability.
3. Has a strong writing ability. It is evident that linguistically intelligent kids will enjoy writing, and their writing produces high results.
4. Excellent writing. The text is not just well-written; it also has a purpose.
5. Consistently use a word or group of words that are challenging to pronounce. His propensity to use words or phrases that other individuals his age would find challenging to pronounce.
6. Enjoy word puzzles. Students that are linguistically intelligent enjoy playing word games like guessing words, looking for missing letters, and other similar activities.

The Concept of Speaking

Speaking is a type of communication, so it's critical to transmit your ideas as effectively as possible, according to Jeremy Harmer (1991). In order to communicate your meaning effectively, how you say something can be just as crucial as what you say.

Speaking is a communication technique used by individuals to share thoughts, feelings, and views with others in order to accomplish a certain objective. Speaking is the process of creating intentional verbal utterances to express ideas. Simply put, cries are what individuals say. Speaking is "an interactive process of building meaning that entails information production, receipt, and processing.

Furthermore, speaking is described by Kayfetz (1992) in Septiawan (2020) as human verbal communication that begins with the capacity to employ mechanisms that include oral language production. Speaking is primarily concerned with the oral creation of words.

From the aforementioned definitions of speaking, the author attempts to synthesize the definition of speaking as an action of verbal communication that a person engages in to communicate with others in order to express thoughts, feelings, and opinions in order to accomplish a particular purpose.

3. Methodology

The design of this research used qualitative research. As defined by Creswell (2017) qualitative research can be described as an understanding-based inquiry process based on several methodological traditions of inquiry that examines a social or human problem. The data was collected by using some tools, including guidelines for observation, students English speak intelligence assesment, and interviews. And also, the participants in this research were students of class XI grade SMA Negeri 21 Makassar, which consisted of 50 students, with XI.4 and XI.5 comprising 25 students in each class.

The technique of analysis in data is summarizing, organizing the key ideas, and searching for themes and patterns are all examples of data reduction. In the data reduction step, the researcher summarized all the information that gathered in the field and concentrate on what is crucial for finding themes and patterns by sharpening and classifying the data. Furthermore, the way the data is presented in this research entails finding the average obtained data, followed by a systematic arrangement from a straightforward yet precise information form. It is expressed in words, phrases, or paragraphs. Finally, making a summary and validating the data was the third step of the analysis process. Since gathering the data, the researcher attempted to deduce meaning from symbols and record patterns, explanations, and cause-and-effect chains. The summary was made from the activity and then made more precise.

4. Findings

This section conveyed the results and analyses of the data obtained through the utilization of a classroom observation complemented by field notes, the students English speak intelligence assessments, and interviews. The researcher examined two classes of XI grade at SMA Negeri 21 Makassar, namely classes X1.4 and XI.5. The researcher took the class to learn about the progress of students' linguistic intelligence in English speaking skills.

Based on classroom observation conducted in April 2023 within 6 meetings, the researcher discovered that both classes of XI grade students experienced certain motivating issues when learning English and identified that there were several activities for improving students' linguistic intelligence in the classroom, including storytelling and learning process through question and answer activities.

In this regard, the details about the students' profile of these two classes grade XI.4, which consisted of 25 students per class, are interpreted as follows:

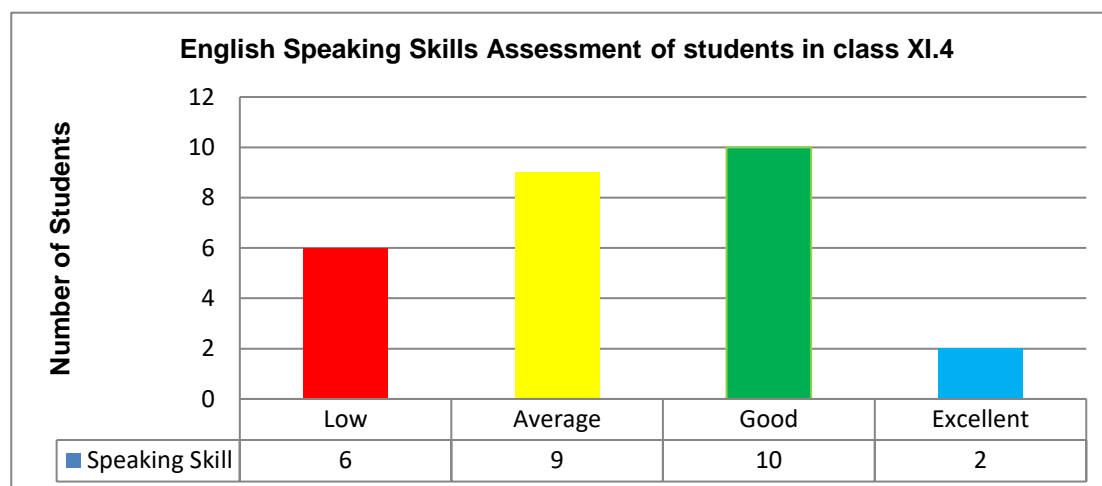


Figure 1. English Speaking Skills Assessment of students in class XI.4.

The Figure 1 above, shows that the number of students in class XI.4 is 25 people, of the 25 students in class XI.4 only two students can conduct English conversations fluently, and the intonation is very clear. This is evidenced by student interviews as follows:

The data in Figure 1 in the context of “Low” category, six students cannot carry on conversations fluently with limited vocabulary and very slow intonation, as evidenced by the following interview results:

Data 1 & 2

Student 2 (S2) and S11 (S11)

"Difficult to pronounce new words and still have challenges with my intonation."

From Data 1 and Data 2, Student 2 and student 11 admitted that when sharing their experiences in class, they found it difficult to express what they wanted to say, apart from still being confused about the phonetics of English and also having low self-confidence and feeling inappropriate to speak in front of the class.

Next, in the figure 1 in the 'Average' category implied eight students can speak English in front of the class. However, the students' pronunciation and intonation are not yet correct, as evidenced by the following student interview data:

Data 3 & 4

Student 7 (S7) and student 16 (S16)

"My biggest challenge is feeling nervous and insecure when it comes to speaking English. I often worry about making mistakes and not being able to express myself well due to in finding the right words when I speak".

In Data 3 and data 4, the students experience with English language skills, in which they faced anxiety and concern about social interaction when speaking English. It reflects an understanding of the social aspect of linguistic intelligence that involved the ability to communicate effectively with others. They also indicated that they often worry about making mistakes and not being able to express themselves well. It shows an awareness of their difficulties in organizing their thoughts and communicating messages clearly in English. Furthermore, they used a simple and direct language style to convey their feelings and experiences, so they did not use any creative, rhetoric or language style in this statement.

Data 5

Student 18

"Yes, although my pronunciation and intonation are quite good, I would like to improve my fluency and speed. I want to become more fluent and quicker in responding in English conversations".

In Data 5, Student 18 (S18) has good English pronunciation and intonation but wants to improve his fluency and rate of speech. In the Linguistic Intelligence analysis, Student 18 (S18) showed awareness of the importance of fluency and rate in speaking English. He used the strategies of practicing with classmates, participating in conversations, and listening to English audio sources to achieve his goals.

Meanwhile, the data in the "Good" category, there are ten students who can speak English with correct intonation and pronunciation according to the rules of phonetics and phonology but are not yet fluent, as evidenced by the following student interview data:

Data 6 and Data 7:

Student 4 (S4) and Student 6 (S6)

"I find it easy to tell stories and have an opinion when speaking in front of class"

From the interviews conducted by Student S4 and S6, it can be seen that telling their experience in front of the class were easy because they had a diverse vocabulary. They also can use the right words according to the story's context which includes word choice, vocabulary diversity, and the use of relevant idioms or phrases.

Furthermore, In the Excellence Category, only two students notice they have no trouble in their speaking performance as evidenced by the following student interview data:

Data 8

Student 12 (S12)

"To be honest, I haven't noticed any problems with my pronunciation and intonation. I think I'm already quite fluent in English"

In this case, for example, in Data 8, Student 12 (S12) has achieved fluent English speaking in front of the class, but she has not noticed the problems in his pronunciation and intonation. In the Linguistic Intelligence analysis, Student 12 (S12) showed potential to improve her English pronunciation and intonation, showing a willingness to receive feedback and a commitment to practice and listen to native speakers to improve her ability.

On the other hand, the following clarifies and describes the Grade XI.5 students' profile in terms of both language intelligence and speaking skills:

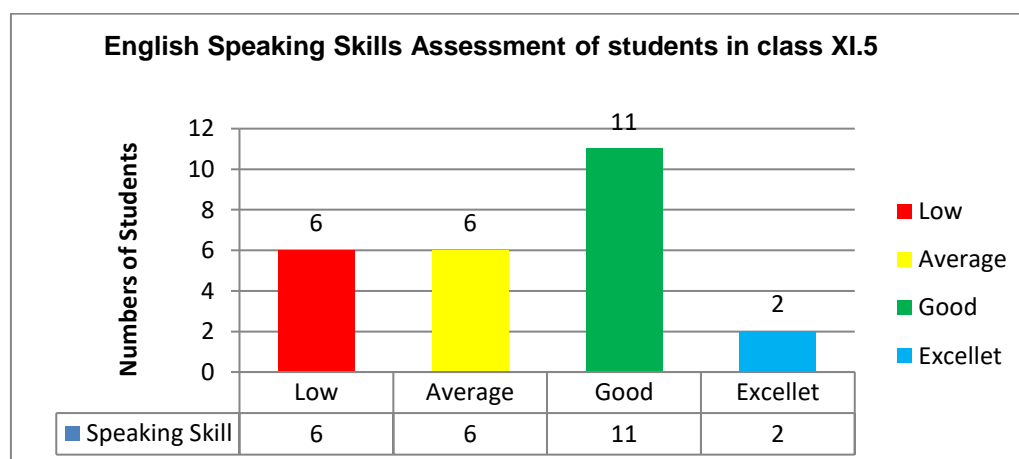


Figure 2. English Speaking Skills Test of students in class XI.5

Linguistic Intelligence is a term that refers to a person's ability to use language effectively and competently. This relates to language comprehension and production, including the speaking skills experienced by students in class XI.5. The number of students in class XI.5. There were 25 students with different English language abilities, especially in speaking skills.

Therefore, based on the Figure 2, this study can be seen that there are four categories of students' level of speaking English, namely Low, Average, Good, and Excellent. Each category has a different number of students in understanding or speaking skills using English. The Low category is 6 students, those in this category have very limited speaking skills in English. They also have difficulties in understanding and using the language effectively. Their understanding of grammar, vocabulary, and pronunciation is limited. Apart from that, they struggle to express their thoughts and ideas clearly. This is proved by the following student interview data:

Data 9 and 10

Student 26 and student 28

"I often have trouble finding the right words and understanding grammar rules due to the fast speaking speed and accent variations. Other than that I feel awkward when speaking and afraid of making mistakes since it was difficult for me to catch details of the conversation."

Data 9 and 10 shows that student 26 and student 28 experienced some challenges in their English speaking skills, which the concept of Linguistic Intelligence can explain. Firstly, the difficulty in finding the right words. It indicates a barrier in the vocabulary aspect of English. They experienced limitations in finding the right words to convey their thoughts or ideas verbally. It could be related to their understanding of word meanings, synonyms, or how to combine words to form proper sentences.

Secondly, they also have difficulties in understanding grammar rules and applying it in English. They did not fully understand sentence structure, tense (time), subject-object, or the regularity of words. It can affect students' ability to construct correct sentences and communicate clearly. Thirdly, psychological factors such as awkwardness and fear of making mistakes can also affect students' speaking skills.

The six students in the "Average" category basically have understanding in English grammar, vocabulary, and pronunciation. They can understand instructions, questions, and simple conversations in daily contexts.

Although there may be some stiffness or compliance in pronunciation or intonation, they students in this category, progressively can speak smoothly in certain situations. They can convey thoughts and opinions even though they still have grammatical errors or limited vocabulary. Therefore, the interview data of students in the Average category in the field of English speaking skills are as follows:

Data 11 and 12

Student 31 and student 33

"I practice creating well-structured and concise sentences as well as enjoy interacting with native speakers. In addition, I also try to avoid repeating unnecessary words and use conjunctions to connect ideas effectively".

Based on data 11 and 12, student 31 and student 33 used appropriate strategies to improve clarity and cohesiveness in speaking English. Creating well-structured sentences and avoiding unnecessary repetition of words helps students convey ideas more effectively. The use of conjunctions also helps to connect ideas more smoothly. Speaking at the right speed is also important to ensure clarity in speaking English. These students demonstrated linguistic intelligence in organising sentences, using conjunctions and controlling the speed of speech.

In the context of "Good" category, the students' speaking skills using English language shows a good or above average level of ability. It was indicated that eleven students were classified as having "Good" qualities, which dominates the number of students in this category in class XI.5. Students in this following classification were considered have an understanding of English grammar, vocabulary, and pronunciation. Therefore, this can be proven by student interview data in English speaking skills so that it can be analysed as follows:

Data 13, 14 and 15

Student 34 (S34), Student 36 (S36) and Student 41 (S41)

"Love to play difficult word games, quite good to use English in conversation, and explore new vocabulary by taking notes using English language"

In data 13, 14 and 15, students stated that they were very excited with the charades game when telling their experience; this is evidenced that they prefer challenges in English speaking skills. During play the charades system, they could remember vocabulary or develop critical thinking so that when speaking in public, they could explore the arguments they conveyed.

Moreover, the "Excellent" category in English speaking skills illustrates very high level of competence in communicating orally in English. People categorized as "Excellent" in English speaking skills when person can speak fluently and smoothly, use a vast vocabulary, and have a good understanding of English grammar and idioms. Also, only two students can speak English fluently and adapt well to various communication situations. They can communicate effectively in formal and informal situations and know the applicable communication norms and ethics. Therefore, the evidence of student interview data can be analyzed as follows:

Data 16

Student 45

“When I encounter as difficult communication situation, I try to stay calm and listen carefully. If there are words I don't understand, I will ask for an explanation or ask questions to ensure my understanding. I also use language strategies such as using synonyms or describing in more detail if I am struggling to find the right word. In addition, I practice expressing my thoughts clearly and try to follow correct grammatical patterns.”

In data 16, student 45 demonstrates high linguistic intelligence with his ability to remain calm and listen carefully. Using language strategies such as synonyms and additional explanations shows a good understanding of vocabulary and grammar in English.

5. Discussion

Students' linguistic intelligence profiles show significant potential in speaking. This is consistent with Gardner's theory which emphasises the importance of linguistic intelligence in understanding and self-expression. In his theory, Gardner (1983) states that there are several different forms of intelligence, including linguistic intelligence. Linguistic intelligence focuses on the understanding, use and appreciation of language.

Apart from that, the profile of English speaking skills of grade XI students of SMA Negeri 21 Makassar in the excellent category had an important role in that they tended to speak fluently and expressively in English. They have a wide vocabulary and can use various sentence structures appropriately. In addition, students with good linguistic intelligence can also listen and understand English well, so they can follow instructions and communicate clearly. Creativity also characterises students with high linguistic intelligence, which enables them to convey stories, ideas and notions in interesting and entertaining ways. This is evidenced by the interview conducted by Student 4 (S4), where it is seen that telling his experience in front of the class is easy because Student 4 (S4) has a diverse vocabulary. He can also use the right words according to the story's context. This included word choice, vocabulary diversity, and the use of relevant idioms or phrases. This is in line with Brenner (2013) states the English language is rich in idioms and native speakers use daily a diverse set of vocabulary items that do not have a literal meaning. Students' ability to use the right words according to the story's context indicates language proficiency. Accuracy in the choice of words allows students to express ideas appropriately and accurately communicate the message in the story. This skill demonstrates fluency in English and adaptability in speaking based on different situations and audiences. Liontas (1999) claims idiomatic competence is interpreted as the ability to correctly and properly comprehend and use idioms in their different sociocultural contexts without any mental effort and in the way native speakers use them.

When a person has idiomatic competence, they can easily recognize idioms used by native speakers of the language and use those idioms in their conversation or writing without experiencing any difficulties. This allows for more effective communication and can help strengthen social relationships with native speakers.

It is important to note that idiomatic competence is a skill that can develop over time and experience in interacting with native speakers or through experience in different social situations. More practice and communication experience will help improve one's idiomatic competence in a particular language. The ability to have idiomatic competence in a foreign language is often considered a sign of a higher level of fluency and deeper cultural awareness, as idioms are an integral part of rich and complex language expression.

Furthermore, the results of the interview conducted by Student 6 (S6), where she stated that she was able to argue in front of the class when she shared her experiences, showed that she spoke English not only by being descriptive but also by arguing according to facts and talking about existing data. In addition, the ability to express also includes using descriptive phrases, comparative sentences, passive sentences, complex sentences, and creative language styles. Student 6's (S6) ability to argue with facts and data shows a deep understanding of the topic. This involves constructing arguments with a strong foundation and presenting data or evidence that supports his views or opinions. Apart from that, using descriptive phrases helped student 6 (S6) convey his experiences and stories with more clarity and detail. Descriptive phrases add colour and a more vivid picture to the English used.

Overall, student 6's (S6) ability to debate using the various elements of language shows that she has strong linguistic intelligence. Effective, creative English speaking skills combined with good debating will provide

great advantages in various aspects of life, including in the classroom, social interactions, and professional situations. As line with Tannen (2013) states that the key to effective English speaking in debates is using persuasive strategies such as framing arguments logically and providing strong evidence. In the context of a debate, the speaker needs to construct an argument in a coherent order so that the message can be conveyed to the audience. In addition, using relevant and reliable evidence or data is essential in proving the argument's truth.

In debate, the persuasive approach involves the effective use of language to convince an audience or debate opponent of the truth or validity of an opinion. In this case, good language skills are essential as proper selection of words, clear sentence structure, and strong delivery will help effect the views of others. This is in line with Crystal (2010) argues that individuals with good language skills will better understand the relationship between concepts and construct coherent arguments. Individuals with high linguistic intelligence have a natural ability to frame arguments logically and express their ideas in a persuasive manner. Linguistic intelligence is a person's ability to use words intelligently to think analytically and convey their ideas clearly (Sternberg & Grigorenko, 2004).

Furthermore, From Data 3, Student 2 (S2) admitted that when sharing his experiences in class, he found it difficult to express what he wanted to say, apart from still being confused about the phonetics of English and also having low self-confidence and feeling inappropriate to speak in front of the class. Student 2 (S2) is confused with English phonetics, has low self-confidence, and may have difficulty speaking in front of the class. It can be challenging for them to overcome their discomfort when communicating in English. As line with Carter & McCarthy. (2017) say engaging students in speaking activities relevant to everyday life can help improve phonetic understanding and build confidence. By involving students in such activities, they will find recognising English sounds practically and directly easier. They can hear pronunciation variations from their peers and teachers, thus improving their phonetic understanding. In addition, when students communicate fluently and appropriately according to the given context, their confidence will increase.

The linguistic intelligence analysis in this approach is closely related to utilizing linguistic ability as the main tool for students learning development. In this case, the focus on phonetic understanding provides an important foundation for developing English speaking and listening skills.

However, it is important to remember that speaking activities relevant to everyday life are only one of many effective approaches to learning English. Every student has different preferences and learning styles. Therefore, teachers must vary teaching strategies according to students' needs in developing their phonetic understanding and confidence.

In Data 4, Student 7's (S7) experienced with English language skills, Student 7 (S7) showed anxiety and concern about social interaction when speaking English. It reflects an understanding of the social aspect of linguistic intelligence, which involves the ability to communicate effectively with others. Student 7 (S7) also indicated that he often worries about making mistakes and not being able to express himself well. It shows an awareness of his difficulties in organizing his thoughts and communicating messages clearly in English. Furthermore, he used a simple and direct language style to convey his feelings and experiences, so he did not use any creative rhetoric or language style in this statement. According to Horwitz, Elaine, Michael, et al. (1986) stated that anxiety in a foreign language class can affect a person's ability to participate in social interactions as well actively. This anxiety can come from fear of making mistakes or being the center of attention. High anxiety in a foreign language class can make a person more introverted and reluctant to talk or interact with classmates. This can be caused by fear of making mistakes, embarrassment if the pronunciation or grammar is not correct, or worry about getting negative judgments from others. Apart from that, Young (1989) states that high anxiety levels can affect one's second or foreign language production. Such anxiety can lead to pronunciation errors, improper grammar, or interference with fluency.

In the interview example above in Data 5, Student 11 (S11) can hold a conversation in English in front of the class; Student 11 (S11) recognized that she had challenges with pronunciation and intonation, showing an awareness of the areas that need improvement in her English speaking ability. Pronunciation challenges involve sounding out the sounds in a language precisely and clearly. Some people may face difficulties pronouncing certain sounds in English, especially if those sounds are not in their native language. For example, some

languages do not have the "th" sound as in the word "think" or the "r" sound as in the word "red." This can lead to inaccurate pronunciation and make it difficult for the listener to understand. On the other hand, intonation is the pattern of melody or tone in speech that affects the meaning of sentences. Intonation challenges involve difficulties in controlling and using intonation correctly in speaking. Inappropriate use of intonation can change the sentence's meaning or convey a different message than intended. Flege (1987) states that foreign language learners have difficulty distinguishing and reproducing sounds that do not exist in their mother tongue. Foreign language learners have difficulty distinguishing and reproducing sounds not present in their mother tongue due to a linguistic phenomenon known as "language interference" or "language transfer." Language interference occurs when language structures or rules from the mother tongue are transferred or applied to the language being learned. This is one of the main challenges for foreign language learners, especially when dealing with new and unfamiliar sounds.

Furthermore, research by Goad, et al., (2004) states that the influence of one's mother tongue can affect intonation and vocal patterns in a second language. This challenge arises due to differences in prosody structure between different languages. In data 13, student 34 (S34) stated that he was very happy with the charades game when telling his experience; this is evidenced that he likes challenges in English speaking skills. With the charades system, he could remember vocabulary or develop critical thinking so that when speaking in public, he could explore the arguments he conveyed. According to Prichard et al. (2018) found that playing guessing games can help improve vocabulary recall effectively. The game provides a fun and interesting context for learners, making using and remembering new vocabulary easier. Ekayanti, et. al., (2021) states that through guessing games, learners can be actively involved in learning new vocabulary. This helps them to strengthen the association between new words and their meanings, thus improving their memory.

6. Conclusion

In this section, the researcher concluded the profile of linguistic intelligence on the speaking skills of class XI students at SMA Negeri 21 Makassar. Apart from that, the researcher examined two different classes, namely class XI.4 and class XI.5, with 25 students each.

The linguistic intelligence profile in class XI.4 shows that students' proficiency in English speaking skills is divided into four categories: low, average, good, with excellent. There are only two students in the excellent category. These students show ease in telling their experiences in front of the class by using diverse vocabulary and their ability to string words based on the story's context. In the low category, six students needed help with fluency, limited vocabulary, and slow intonation. In the average category, nine students could speak English before the class, but their pronunciation and intonation needed to be corrected. In the "Good" category, ten students could speak English with correct intonation and pronunciation according to phonetic and phonological rules but were not yet fluent.

Moreover, the linguistic intelligence profile of class XI.5 shows that each category has a different number of students in understanding or speaking English. The Low category has six students, who have limited speaking skills and struggle with grammar, vocabulary, and pronunciation. Student experienced challenges in her English speaking skills, which can be attributed to her limited vocabulary knowledge.

The Average category has six students, and the Low category has six students. Students in this category have a basic understanding of English grammar, vocabulary, and pronunciation, and can understand instructions, questions, and simple conversations in everyday contexts. They can speak fluently and clearly convey thoughts and opinions despite grammatical errors or limited vocabulary.

The Good category shows a good or above average level of ability, with 11 students dominating this category in class XI.5. Students in this category have a strong understanding of English grammar, vocabulary, and pronunciation. The "Excellent" category in English speaking skills has 2 students. This research indicates a high level of proficiency in communicating orally using English. Students categorized as "Excellent" can speak fluently and smoothly, use a vast vocabulary, and have a good understanding of English grammar and idioms. Only two students can speak English fluently and adapt well to various communication situations, knowing the applicable communication norms and ethics.

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