

English Extracurricular Activities in Developing Language Intelligence at SMP Plus Al Munawaroh Jember

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ARTICLE

ABSTRACT

Keywords:

English extracurricular, language intelligence, developing.

Extracurricular activities are educational activities that take place outside of traditional classroom settings. These activities take place both within and outside of the classroom in order to extend knowledge, improve skills, and internalize religious principles or regulations, as well as local, national, and global social norms. This is a qualitative study, which stresses the meaning and process of an activity rather than the outcome of an activity. Based on an analysis of data collected from both teachers and students, as well as observations and interviews, this study demonstrates that a significant proportion of students actively participate in extracurricular activities and gain substantial benefits from their involvement. Aside from that, the activity facilitated teachers in carrying out coaching, direction, care, and supervision in order to achieve the desired results. Students' language intelligence in learning English at SMP Plus Al Munawaroh Tempurejo Jember was formed by an activity to communicate with others, both with their peers and with their teachers, using English even though it was often mixed up with their native language. Students were also engaged to perform their learning outcomes in many stages of learning.

INTRODUCTION

A nation's prosperity is judged not only by its natural wealth and sophisticated labour equipment, but also by the quality of its people resources; such a country's education is considered as advanced. They must be able to manage and use the current abundance of natural resources, as well as run these tools with quality human resources. Keeping this in mind, education is a process that must be followed in order to produce high-quality human resources. Education, specifically, is an essential prerequisite that every individual must fulfil in order to determine their future standing. Moreover, education is a pursuit aimed at enhancing the overall well-being of individuals through the processes of humanization, maturation, and behavioural transformation, ultimately leading to positive outcomes. Given the increasingly demanding challenges and developments in the strategic environment, both nationally and internationally, education is a long-term strategic program that must be able to

respond to national and global requirements and difficulties now and in the future. As a result, education for development is one of the top priorities in the national agenda, which is focused on educational quality.

Education is an attempt to empower persons to maximize their potential, and its implementation is heavily reliant on the educator. As a result, educators must meet all of the characteristics for being an ideal educator. Meanwhile, instructors' primary focus is on the child's nature. An educator must organize and implement the exploration of students' potential. According to Tirtaraharja and La Sulo (2005), the goal of education is to build better people. Education aims to help students realize their full human potential. Like an apple seed, no matter how it seems, if correctly planted, it will grow into an apple tree rather than a mango tree. Teachers play a crucial role in the educational process, particularly in their endeavours to cultivate the appropriate personality traits and values that contribute to the formation of a nation's character. One of the primary responsibilities of an educator is to establish a dynamic, efficient, and enjoyable instructional experience.

Language seemed to be considered as the main tool for communicating in human life, both for the benefit of individuals and the social environment. Fachrurrozi and Mahyuddin (2011: 6), suggest several meanings of language, namely: (a) language is a collection of sounds that have a specific purpose and are organized by grammatical rules (b) language is an expression of everyday conversation of most people which is spoken at a rapid rate. normal (c) language is a system for expressing intent (d) language is a set of grammatical rules.

English, being a widely utilized language globally, is acknowledged as an international language. English has become an essential component in various domains such as education, information technology, business, politics, and culture in contemporary society. For this reason, learning English in Indonesia has been applied from an early stage of education. One of the problems faced by the Indonesian students in mastering English language today is that many students do not realize the importance of learning language. Some studies (UPI team, 2013; Pratiwi & Gartika, 2011) suggested that students were satisfied with mastering the local language and their respective regional languages. Children found foreign languages were difficult to master. Moreover, the aforementioned findings indicate that students often exhibit a lack of motivation to acquire proficiency in the English language due to their perceived difficulty in comprehending the semantics of words and sentences, as well as their inability to comprehend the instructions and directives provided by their instructors. Hence, the implementation of a dedicated software program is vital to facilitate the English language learning process, thereby enhancing children's educational outcomes.

Hence, one of the primary objectives of teachers or educators within educational institutions is to design and implement learning activities that are both engaging and conducive to good knowledge acquisition. Consequently, the students exhibited enthusiasm in participating in the educational process and actively participated in the enjoyable activities. Furthermore, with the requisite instructional techniques, educators must also take into account the various approaches available for facilitating an engaging learning experience, so enabling students to effectively acquire knowledge and skills. The possible alternative was to create a new program that assist students to achieve success in learning. One of the attempts is by utilising the English language extracurricular program. This program seemed to improve their English language learning. However, there are important questions to answer on how this extracurricular activity could improve students' language intelligence.

LITERATURE REVIEW

The definition of education as stated in the law of the Republic of Indonesia no. 20 of 2003 Article 3 concerning National Education, National Education System (2003:3) has been explained:

National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life and the purpose of developing the potential of students to become human beings who believe and are dedicated to God Almighty, have character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

One of the efforts for improving students' capacity and ability in learning was extracurricular activity. Extracurricular activities are activities that are additional outside the existing program structure in general is an optional activity such as in Prihatin (2011:159). Meanwhile, study by Wiyani (2018) suggested that extracurricular referred to an educational activity outside of class hours which seemed to help the development of students according to their needs, potentials, talents and interests through activities that are specially organized by students and staff education that has the ability and authority to schools. According to Regulation of the Minister of Education and Culture Number 62 of 2014 concerning Extracurricular activities in Primary and Secondary education that extracurricular activities are curricular activities that are done by students outside curriculum and lesson hours and co-curricular activities. Under the guidance and supervision of the education institution, this activity aims to develop potential, talents, interests, abilities, personality, cooperation, and independence of students optimally to support the achievement of educational goals, as cited in Lestari (2016:138).

Extracurricular according to Asmani as cited in Lestari (2018) is an educational activity outside hours of subjects and counseling service to help development of students in accordance with the needs, potential, talents, and their interests through activities that are specifically organized by educators and or education personnel who capable and authorized in school. Attending extracurricular is very useful for students to prepare their ability and or capability now and in the future. Extracurricular activities implemented inside or outside the school to increase knowledge, improve skills, and internalize the religious values, social and legal norms that occur in a society.

Given the above definition of extracurricular activities, it can be said that extracurricular activities are activities which carried out outside of class hours in order to develop all the potential of students so that become a more qualified individual. Extracurricular is an educational activity that is carried out outside of face-to-face lessons. Aqib and Sujak (2011:68), suggested that these activities were carried out inside and outside the school environment in order to increase knowledge and improve skills to form a quality language learner. In other words, extracurricular seemed to solve educational problem especially dealing with language learning, since it considered important to assist students according to their needs, potential, talents, and interests through activities that are specifically organized by teachers and/or educational staff who were capable and authorized at school.

Meanwhile, English language learning has been broadly discussed, for instance, according to Bloch and Trager (1942), Joseph Bram (1944) as cited in Hidayat (2006: 21-22) "language is a structured system of arbitrary sound symbols used by members of a social group as a means of communicating." In Indonesia, the existing languages can be divided into

3 groups, namely: Bahasa Indonesia/national language, regional/local languages, and foreign languages. A foreign language in this study is a language that is not used in a local, regional, or national. Foreign language has been learned at school for academic purposes, for example, learning English is compulsory because students need to follow the development of science through books that are written in English. Apart from that, English is also employed as the language of instruction. Even though English is compulsory subject, it remains foreign language and never be a second language in Indonesia.

Language Intelligence

Azies and Alwasilah (2000) suggested that the ultimate goal of learners to learn a language is mastery of the syntax and vocabulary of native speakers of that language. Although initially the main focus is how to develop vocabulary and syntax just to express each proposition. As language skills develop, the learner will gradually improve his ideas about how the proportions should be disclosed. This must be closely related to language intelligence of learners. Joscelyne, A. & Wacker, P. (2019, p.1) stated that “Language Intelligence (LI) is Artificial Intelligence (AI) for Human Language. LI applications make it possible to produce, communicate and understand any digital speech and text content on any media for everyone.” Therefore, human capacity is able to empower their spoken and written ability in all part of life through this language intelligence.

Verbal-linguistic intelligence (VL), logical-mathematical intelligence (LM), visual-spatial intelligence (VS), bodily-kinaesthetic intelligence (BK), musical intelligence (MZ), interpersonal intelligence (IE), intrapersonal intelligence (IA), and naturalist intelligence (NR) are all components of multiple intelligence theory proposed by Howard Gardner’s (1983). According to Uno and Masri (2009), language intelligence refers to a person's ability to communicate himself through language and words, both written and spoken. Armstrong in Prabaningrum (2013: 6), states that “language intelligence is defined as the ability to speak effectively, both verbally (eg as a poet, playwright, editor and journalist)”. This intelligence was also recognised to include the ability to change the syntax or structure of language, phonology or language sounds, semantics or language meaning, and pragmatic aspects or practical uses of language.

Study by Sujiono (2010) revealed that program materials in the curriculum that can develop Language Intelligence (LI) included the introduction of the alphabet, sounds, spelling, reading, writing, listening, speaking or discussing and submitting reports orally. Those were supported by activities such as playing games or filling out simple crossword puzzles. Even though the student achieving the level of intelligence could be seen just little by little step, the result of development was evidenced. Thus, the development of language intelligence is a process of gradual change towards higher and more widespread tendencies in the ability to use language and words in writing or orally to express ideas.

METHOD

This study employs qualitative method (Creswell, 2007, 2012; Bogdan & Biklen, 2008; Denzin & Lincoln, 2011) considering that the approach employed has been through descriptive analysis and thus qualitative in nature. It means that in qualitative research the data collected is in the form of words, pictures, and not numbers. Thus, the research report will contain excerpts of data to illustrate the presentation of the report. The data provided were collated from interview scripts, field notes, photos, videotapes, personal documents, notes or memos, and other official documents. Therefore, the data displayed in this study were only selected

transcript of interview and observation results.

This research involved participants in the field and interviewed them and also observed their activity when they conduct extracurricular activities. This research was directly carried out by researchers to perceive firsthand conditions of the site or field under study, with the response and participation of the institution. Therefore, it is hoped that researchers can describe the process of English extracurricular activities at SMP Plus Al Munawaroh Tempurejo Jember.

This research aimed to describe the implementation of English extracurricular activities at SMP Plus Al Munawaroh Tempurejo Jember. The process of program implementation was explained in natural setting in naturalistic way, and thus the qualitative approach met the criteria of success. This was in accordance with Denzin and Lincoln as cited in Moleong (2013), a qualitative researcher who uses a qualitative approach must collect data in a natural setting with the goal of interpreting the events that occur, which is accomplished by utilizing many available methodologies. This study uses qualitative research in order to reveal the reality of the implementation of extracurricular and the data was taken from the field naturally.

Data collection method comprises three types including observation, interview, and document review. Data collection procedure was the most strategic step in the research, particularly in obtaining the data. Sugiyono (2010) suggested several procedures in collecting data, as follows:

a. Observation

Observation in this research included activities which focused our attention on English extracurricular activities by using our senses. The observation activity became the basis of our exploration for the next step important in this research. As generally acknowledged, that scientists based their work on important data, namely facts about the real world obtained through observation. When the research is related to human behavior, work processes, natural phenomena, and the number of respondents being observed is not too large, the procedure for collecting data by observation is used (Sugiyono 2010). Therefore, this research observed what was happening in the field. This observation method is used to obtain data by looking at the facts that were existed.

b. Interview

The interview method is a type of communication between two people in which one person asks questions to gather information from the other person for a specific objective (Mulyana, 2010, p. 180). This is done to keep the conversation in the interview focused and not too broad. Furthermore, it is utilized as a general benchmark that researchers can develop through questions that arise during interview activities.

Interviews are used as a data collection process when the researcher wants to perform a preliminary study to identify problems that need to be investigated, as well as when the researcher wants to learn more from more in-depth respondents and the number of respondents is limited (Sugiyono, 2010).

In conducting interviews, in addition to prepare instruments as guidelines for interviews, data collection in this study also utilised tools such as electronic devices including mobile phone and recorders. Note books, pens, and other devices were also brought to obtain maximum results in conducting the interviews. Sometimes, interview did not run as smoothly as we thought before we visited the sites. Therefore, experience in the field was mostly important factor in determining whether our data collection was easy or not. One of the problems in getting the data through interview was shyness of the

interviewees especially when our participants were still young or much younger than us, researchers.

c. Document review

When doing document review, we made use of our knowledge of, for example, curriculum. The knowledge of curriculum is important when doing review especially when our study contain the development of student activity in relation with curriculum including extracurricular. We reviewed which activity was in relation with school curriculum and which curriculum was implemented by the school and in what way. We also review how the school develop students' competence through the implementation of extracurricular.

We also reviewed any written material and records, such as the history of founding persons of the institution and their concern. This was important to support the data analysis process in order to gain nearest or closest meaning of the extracurricular activity with what has been built by the school to develop students' language intelligence. In the analysis stage, we proceeded into data analysis, in this case, we utilised document review to complete the data that was lacked taken from the interviews and observations.

FINDINGS AND DISCUSSION

This research revealed that the teachers' efforts to develop students' language intelligence in learning English through English extracurricular activities at SMP Plus Al Munawaroh was evidenced. The result of interviews conducted with the teachers and students in order to find out how far the level of development of students' language intelligence, especially in learning English showed unbiased result.

The observations conducted in early February until March 2023 at SMP Plus Al Munawaroh suggested that the school has implemented a variety of extracurricular activities that were able to develop and improve students' linguistic intelligence appeared in their language competencies. English speech extracurricular, for instance, an activity to improve speaking skill, and confidence. English speech seemed to build their competence in speaking. It was observable that students were confidence when speaking. This was known as the effect of doing the speech activity. Within the speech activity, the school developed students speaking skill which included pronouncing English words correctly using tool such as laptop or mobile phone. The teacher used smart phone to search websites that provided pronunciation programs. Thus, the students got correct pronunciation from English native speaker provided by the websites.

The results of the interview with one of the extracurricular coaches at the school showed that there was effect, she stated that:

This English extracurricular activity aims to develop the abilities that students have from the beginning...ehm.. so that children become more confident to appear in public and their English language skills have developed too. Before, the students were less enthusiastic, because they were more required to memorize texts. But when the activity strategy was changed plus patience in guiding them, thanks God...Alhamdulillah, this extracurricular made their motivation increase. And also, they liked to take part in speech competition which were held yearly...ehm... and I believe that some students improve their skills...

(Interview with coach Ana (pseudonym)_20 Feb 2023)

This excerpt from our interview with the teacher showed that there were change in strategy and in students' motivation. For example, the teacher believed that the change of

strategy from memorizing text into a more creative activity seemed to improve students' motivation in learning English. The implementation of extracurricular activity has proved students' engagement in learning. The English speech competition that has been conducted yearly seemed to improve students' skill. Based on the interview, the extracurricular activity at SMP Plus Al Munawaroh have been going on for about 8 years. In addition, there were several students who have the ability to speak English as the effect of the extracurricular activity. The teacher, in particular, believed that the students have their potential to be good English learners.

English extra curricular in improving language intelligent

Language intelligence was demonstrated by the ability to effectively employ words both vocally and in writing. This intelligence involves the ability to recognize the power of words in changing states of mind and transferring information, as well as sensitivity to the meaning of words, word order, sound, rhythm, and intonation of spoken words. Language intelligence also has an impact on self-determination. As with the actualization of SMP Plus Al Munawaroh students' linguistic intelligence in learning English. Despite the fact that some students still lack confidence in their ability to present in English in class, the bulk of these students have actualized their language intelligence in learning English.

The ability as explained above already existed in students of SMP Plus Al Munawaroh, where students have participated in activities that were able to develop their language intelligence. It was known from observations during learning, the majority of students were able to communicate with peers and with their teachers using English. It was evidenced when students did not understand the teacher's explanation of the material, several students immediately asked questions. Thus, communication occurred between students and the teacher. Another finding was evidenced by students being happy to read the results of their discussions in group activities in the English curricular activity.

Howard Gardner (1983) confirmed that the capacity to utilize words effectively, both orally and in writing, is referred to as language intelligence. The purpose of growing language intelligence is for children to be able to communicate effectively both orally and in writing, to have language abilities to persuade others, to recall and memorize information, to explain things, and to discuss the language itself. Students or youngsters with high language intelligence were often distinguished by their appreciation of language-related activities such as reading, writing essays, composing poetry, composing aphorisms, and so on. Likewise, Prawira (2012: 155) states that, "Children with linguistic intelligence tend to have strong memories, for example of someone's names, new terms or things that are detailed in nature. In terms of mastering a new language, these children generally have higher abilities than other children."

Therefore, the forms of language intelligence that existed in SMP Plus Al Munawaroh students included students' enjoyment in communicating with others, with their peers and with their teachers using English. Even though it was mixed with Bahasa Indonesia, students enjoyed presenting their learning in the extracurricular activity. It was found that students easily pronounced words in English. They loved English vocabulary games. They also liked jokes in the activity. They also involved and took part in competitions, such as poetry reading, speech and short drama performance.

The process of developing language intelligence

In developing students' language intelligence, it requires efforts, especially from the teachers.

At SMP Plus Al Munawaroh Tempurejo Jember, the English teacher attempted to develop students' language intelligence, including:

1. Improving students' language skills.

Efforts made by the teacher to overcome the challenges of students who were less developed in their language abilities, such as monitoring students and recording the progress of students' language skills, as well as writing notes on problems that occurred during the learning process. Efforts made by the classroom teacher when problems arise in the learning process, namely, paying attention to some students who require special guidance when students become passive in learning, the teacher tries to create learning tools such as learning media so that learning is always active and fun, always involved students in activities outside the classroom or extracurricular.

According to Gagne and Briggs (1979) learning is a system that seeks to aid the process of a sequence of events that are created and arranged in such a manner that they influence and support students' internal learning processes. According to Sanjaya (2008:266), "learning is a process of collaboration between teachers and students in utilizing all existing potential and resources, both potential originating within the students themselves such as interests, talents, and basic abilities including learning styles in an effort to achieve certain learning goals." From these statements, we considered it important to confirm that teachers play pivotal roles in language teaching and learning. This was in accordance with study by Daryanto (2013) who found that the role of a teacher was not only teaching, but also as an educator who educate and build characters, morals, and culture of their students.

As a result, the learning process encompassed all efforts made by teachers and students to share information by processing it, with the intention that the knowledge offered was valuable to pupils and served as the foundation for long-term learning. It was intended that improved improvements would be made in order to accomplish a positive improvement marked by changes in individual behaviour, resulting in an effective and efficient teaching and learning process. A good learning process will improve abilities, critical thinking, the emergence of creativity, as well as behavioural or personal changes as a result of certain practices or experiences.

2. Teachers' variety of methods

Several approaches were successfully utilized in enhancing students' language intelligence in English learning at SMP Plus Al Munawaroh Tempurejo Jember. It was demonstrated in the classroom learning process when the teacher provided English material, the teacher frequently employed students center model in learning so that students appeared active in class or outside classroom when extracurricular class was adopted. They were occupied with those activities. The observation revealed that their pronunciation has improved. Their fluency appeared to improve as well. When the teacher conducted classroom observations, the students were frequently invited to learn in groups and show their learning findings in front of the class.

Thus, it was evidenced that by using various methods, a learning aim would be achieved more easily. One of the supporting learning so that it meets the specified minimum completeness criteria as proposed in Suyanto's (2007) theory who stated that "Learning English to children will be more effective if teachers use media to support teaching and learning activities because children like things that are visual..." (pp. 21-22).

3. Talent and Interest Development Unit

This school offered an educational program known as the *unit pengembangan*

bakat dan minat (Talent and interest development unit). Outside of the classroom or outside of learning activities, the teacher frequently provided a space for the actualization of students' language intelligence, for example, via Friday routine activities, such as leading *istighosah* bans, delivering cults, and being the priest of *dhuba* prayers, as well as activities outside of school, where teachers always involve their students in competitions, such as poetry reading competitions, speeches, writing poetry, and so on. As a result, their verbal language intelligence has been well-developed and of excellent quality.

Based on the description above, it can be understood that "Children with linguistic intelligence tend to have strong memories, for example of someone's names, new terms or things that are detailed in nature. In terms of mastering a new language, these children generally have higher abilities compared to other children as proposed in Prawira (2012: 155).

The supporting and inhibiting factors

This research reported factors that support and hinder the teacher's efforts to develop the language intelligence of SMP Plus Al Munawaroh Tempurejo Jember students, it can be analyzed from two perspectives, namely internal and external factors:

1. Supporting Factors

a. Supporting factors originating from within the school (internal), include:

1) Teacher and student activeness

Based on the results of observations and interviews it seemed that the majority of teachers and students were active in carrying out teaching and learning activities, this will be able to help and facilitate teachers in carrying out coaching, direction, care and supervision in order to achieve the expected goals.

2) Teacher readiness

Based on the results of the interviews with the teachers focused on readiness, including each teaching teacher was required to make lesson units, lesson journals, mastery of material and selection of appropriate methods and strategies in the teaching and learning process, it was found that the implementation of extracurricular was running well, effective and efficient.

3) Talent and Interest Development Unit

Based on the results of the observation and the interview; the talent and interest development unit is a place or place to develop, distribute, practice the abilities possessed by the students. Thus, they helped students find their identity and develop their creativity.

b. Supporting factors that come from outside the school (external) included:

1) The competitions outside of school regularly held

Based on the results of the research, the existence of competitions outside of school greatly helps teachers and students in trying to develop their language intelligence, thus they will be motivated to develop their interests and talents or abilities.

2) Availability of Student Guardian Support

Based on the research results, it was determined that the majority of students receive moral and material assistance from their respective guardians.

2. Inhibiting Factors

a) Inhibiting factors originating from within (internal) madrasah include:

1) Lack of student discipline

Lesser student discipline in participating in school educational activities has been

found to be one of the impediments to developing language intelligence. Students' activities appeared to be failing due to a lack of discipline. It was considered that if the learning activities were not taken seriously, they would fail.

2) Lack creativity of students

The lack of facilities and infrastructure is caused by a shortage of school funding (financial) sources, and they currently rely solely on BOS (Bantuan Operasional Siswa) revenue. While the results were insufficient for the needs of the school, this resulted in a less seamless work process including students' creativity.

3) Lack of interest in reading among students

There was an observable activity in which students did not exhibit an interest in reading. The school library was one of the resources and means that can impact the growth of students' linguistic intelligence, but the library at SMP Plus Al Munawaroh is not administered properly, therefore many students are unwilling to go to the library during breaks.

b) Inhibiting factors originating from outside (external) school, namely:

1) There was a contradict situation where on the one hand, parents hoped that their children get an excellent education. On the other hand, there was a lack of parental attention. Parents appeared to be neglecting their children's academic accomplishments. One of the findings showed that the youngsters were allowed to watch Indonesian or Indian soap operas that were inappropriate for their age. This influenced children, who easily copied the lifestyles of the characters or actors in soap operas.

2) Language development was slow due to EFL circumstance. There has been the fact that English in Indonesia taught as foreign language (EFL). The observational data showed that the process of change in language ability was slow. This was influenced by the situation where English is exclusively learned in classroom or a certain program such as in the extracurricular program, thus achievement of student's mastery in English was slow. A study by Asrori (2020) showed that children learn to recognize, use, and master a higher level of various aspects of language and speech. In the study by Madyawati (2016) revealed the language development plays a significant role in the social development of children. In raising children, parents not only communicate facts, ideas and knowledge, but also help develop the children language ability.

There are numerous factors that influence the development of student's language intelligence, but the key to the problem above is parental guidance in their home environment. The lack of parental attention to children's language development, particularly in English, persists, such that developing pupils' potential in the school environment requires significant work.

Regarding children's language development, both parents at home and instructors at school must grasp patterns of language development and be sensitive to difficulties that impede language development. As a result, the child will receive the necessary assistance and supervision as soon as feasible. The ability of children to talk demands time, patience, and help during the learning and language training process. Get used to children using appropriate language, particularly in English. Encourage them to speak English with confidence and to develop solid reading and writing skills.

CONCLUSION

Based on the research data and analysis that has been put forward in the above findings and discussions, this research offers a conclusion as follows:

1. Language intelligence of students learning English at SMP Plus Al Munawaroh Tempurejo Jember were evidenced in which students like to communicate with others, both with their peers and with their teachers, using English even though it is still mixed with their mother tongue, i.e. Bahasa Indonesia, or even their local language. It was also evidenced that students liked to present their learning outcomes in front of the class. The students enjoyed playing with words (vocabulary) in learning English. The student's language potential is facilitated by students frequently participating in the extracurricular activities.
2. The teacher's efforts in developing students' language intelligence in learning English at SMP Plus Al Munawaroh Tempurejo Jember are teachers attempting to be skilled in using a model and learning media that are appropriate to the material to be delivered, so that students' language intelligence grows. Teachers typically employ the student-centered learning approach, which requires pupils to be constantly engaged in their learning.
3. Extracurricular and competitive activities provide opportunities for students to develop their interests and talents in enhancing their language intelligence. There is potential to develop their linguistic ability through activities in or outside of the classroom, such as Friday morning activities (gymnastic instruction by using English, leading *istighosah* readings, speech, and *dhuba* prayer priests), which are both carried out by students and carried out by the teacher together with the students.

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