

**ENGLISH FOREIGN LANGUAGE TEACHERS' COGNITION IN
MULTIPLE INTELLIGENCES**

(A Descriptive Qualitative Study at SMAN 2 Manna South Bengkulu)



THESIS

**Submitted as a Partial Requirements for Sarjana Degree in English
Education Program**

Arranged By

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TARBIYAH AND TADRIS FACULTY

TADRIS ENGLISH STUDY PROGRAM

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I hereby sincerely state that the thesis titled "English Foreign language Teachers' Cognition in Multiple Intelligences (A Descriptive Qualitative Study at SMAN 2 Manna South Bengkulu Academic Year 2019)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

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MOTTO

If You Want, You Can Do It

"Jika Kamu Ingin, Maka Kamu Mampu"

-The writer-

DEDICATION

Alhamdulillahirabbil'alamin , Praise the presence of Allah SWT who has bestowed His blessings, and prayers accompanied by greetings are always poured out on our lord, Prophet Muhammad that may we be recognized as his people, and get his intercession at the end.

After going through a long stage in the recovery process at IAIN Bengkulu. Alhamdulillah, I can complete the final assignment in the form of this thesis by threatening the help of Allah SWT . This thesis I present to:

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ABSTRAK

Selviyanti.(2019). *English Foreign Language Teachers' Cognition in Multiple Intelligences (A Descriptive Qualitative Study at Sman 2 Manna South Bengkulu)*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

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Penelitian ini dilakukan di SMAN 2 Manna Bengkulu Selatan yang telah memiliki akreditasi A dan menjadi sekolah rujukan serta sekolah sehat. Masalah yang dibahas dalam penelitian ini adalah bagaimana pengetahuan guru tentang teori multiple intelligences dan bagaimana penerapannya didalam kelas. Karena, kebanyakan guru mengetahui tentang teori multiple intelligences dan hanya beberapa yang menerapkannya ketika proses belajar mengajar dikelas dan teori multiple intelligences belum dimasukkan di dalam kurikulum dan silabus pembelajaran. Penelitian ini bertujuan untuk mengetahui pengetahuan guru SMAN 2 Manna Bengkulu Selatan tahun ajaran 2018/2019 tentang apa yang dipikirkan, diketahui, dan diyakini guru tentang Multiple Intelligences serta bagaimana penerapannya ketika proses belajar mengajar dikelas sedang berlangsung. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian guru bahasa inggris dengan instrument pengambilan data berupa wawancara dan observasi kelas. Hasil penelitian menunjukkan ada 3 jenis kecerdasan yang dominan digunakan oleh guru dan siswa ketika belajar bahasa inggris yaitu: Verbal linguistic intelligence, Interpersonal intelligence, dan Kinesthetic-body intelligences.

Key Words: *Teachers' Cognition, Multiple Intelligences*

ABSTRACT

Selviyanti. (2019). *English Foreign Language Teachers' Cognition in Multiple Intelligences (A Descriptive Qualitative Study at Sman 2 Manna South Bengkulu)*. Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, State of Institute Islamic Bengkulu.

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This research was conducted at SMAN 2 Manna, South Bengkulu, which has A accreditation and is a referral school and healthy school. The problem discussed in this study is how the teacher's knowledge of the theory of multiple intelligences and how they are applied in the classroom when the learning process. Because, most teachers know about the theory of multiple intelligences and only a few apply it when the learning process in the classroom and theory of multiple intelligence have not been included in the learning curriculum and syllabus. This study aims to determine the knowledge of teachers of SMAN 2 Manna South Bengkulu 2018/2019 academic year about what the teacher thinks, knows, and believes about the Multiple Intelligences and how they are applied when the teaching and learning process in the classroom is ongoing. This study uses a qualitative descriptive method with the subject of English teacher research with data collection instruments in the form of interviews and observations in the classroom. The results showed that there were 3 types of intelligence that were dominantly used by teachers and students when learning English, namely: Verbal linguistic intelligence, Interpersonal intelligence, and Kinesthetic-body intelligence.

Key Words: *Teachers' Cognition, Multiple Intelligences*

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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Bengkulu, July 2019

The reseacher

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CHAPTER I

INTRODUCTION

G. Background of the Problem

Multiple intelligences are intelligences that every child has that can be developed. That is very important in the process of English Foreign Language teaching and learning that can encourage the abilities needed by each individual. The potential of intelligences possessed by everyone comes from the learning process and innate processes. According to Gardner's Theory of Multiple Intelligences, every human being is able to do seven forms of information processing that are relatively independent, with individuals who are different from each other in the profile of a particular intelligence they show.¹ The development of a person's ability is driven by what the brain thinks and how we apply it in life. Every intelligences possessed by humans has different functions and roles in interacting in the environment. Ability possessed is inseparable from experience in social interactions and cultural habits.

For a teacher to stimulate intellectual competences in her or his students, it is significant to provide activities that encompass all types of intelligence. As Gardner said, multitude independent intelligences possessed by each individual are an ability to regulate culture in forming new products even to solve

¹Howard Gardner, Thomas Hatch, *Multiple Intelligences Go to School: Educational Implications of the Theory of MultipleIntelligences*, American Educational Research Association, Educational Researcher, Vol. 18, No. 8, Nov, 1989, p.4

problems.² Language intelligences involves understanding the abilities of how we accept and use that language and intelligences that cannot be separated in the teaching and learning process because it has many functions in improving the abilities possessed by each individual.

In publishing the theory of MI brings changes in the school environment in improve individual abilities. Chan explained, the results of previous studies have investigated the effect of MI on indications of a decline in foreign language learning exam results that emphasize language learning skills, with MI theory by explaining how the application of MI theory in improving language teaching and learning especially in higher education.³ MI can improve second language learning through activity plans related to student talent based on instructions built, such as students' interest in listening to English songs is one of the strategies to improve word comprehension and pronunciation in the process of learning English which is included in musical intelligence. Then, can be used as a solution for planning in the process of teaching language and can improve English foreign language learning in the field of education.

However, there is an irony in the world of education there are still many schools that have not applied the multiple intelligences in teaching and learning process in the classroom practice and have not been included in the learning

²Karim Hajhashemi, Fatemeh Parasteh Ghombavani, Seyed Yasin Yazdi Amirkhiz. *The Relationship between Iranian EFL High School Students' Multiple Intelligence Scores and their Use of Learning Strategies*, Vol. 4, No. 3; September 2011, www.ccsenet.org/elt

³Habib Soleimani, Ahmad Mo'inzadeh, Zohreh Kassaian & Saeed Ketabi. *The Effect of Instruction Based on Multiple Intelligences Theory on the Attitude and Learning of General English*. University of Isfahan, Isfahan, Iran. *English Language Teaching*; 2012. Vol. 5, No. 9; ISSN 1916-4742 E-ISSN 1916-4750

curriculum. Each term or concept intended to distinguish the types of abilities that each individual has can be used freely. Schiff and Lewontin, the term intelligences is still considered taboo and to reduce value and reject the existence of intelligences in the world of education is prohibited from throwing away intelligences in history books and literature.⁴ Intelligences is a reality that must be acknowledged both like and not, even people who criticize the concept of intelligences also recognize it. The more a person is skilled and able to solve life problems whose situations vary and are complex, the higher the intelligence.⁵ Intelligences contain a person's ability to solve real problems in various situations. A person has high intelligence if they can solve real life problems, not only in theory. Intelligences are something tangible, comparing every intelligences possessed to others is a potential for mental development.

In learning the language of MI theory has been applied by the teacher as a learning style that is connected as a model in improving the language learning skills needed by individuals. Snider said, that the relationship between MI material theories has a very strong potential in improving foreign language teaching because it involves innate abilities.⁶ By applying the theory of MI EFL teachers can overcome the great diversity between students so that they

⁴Ramin Akbari, Kobra Hosseini, *Multiple intelligences and language learning strategies: Investigating possible relations*, English Department, Tarbiat Modares University, Chamran Expressway, Tehran, Iran, English Department, Ministry of Education, Tehran, Iran, Received 31 July 2006; received in revised form 20 June 2007; accepted 18 September 2007, www.elsevier.com/locate/system

⁵Munif Chatib, *Sekolahnya Manusia, Sekolah Berbasis Multiple Intelligence di Indonesia; cet ke-1* (Bandung: Kaifa, 2010) h. 89.

⁶Habib Soleimani, Ahmad Moazzadeh, Zohreh Kassaian & Saeed Ketabi. *The Effect of Instruction Based on Multiple Intelligences Theory on the Attitude and Learning of General English*. University of Isfahan, Isfahan, Iran. English Language Teaching; 2012. Vol. 5, No. 9; ISSN 1916-4742 E-ISSN 1916-4750

can develop students' intelligence and create an individual learning environment. Cuban also, supports Gardner's theory of MI and strongly believes in the influence brought about by the MI theory for teachers during the teaching process and raises educator trust and student assessment and success.⁷ MI theory helps expand teaching instruction and the teacher's assessment strategies and teachers have claimed that the application of MI theory in education and classrooms has a positive effect on student motivation and success. The MI theory has important implications for teaching English so it is important to apply the theory of MI in classrooms to create individual learning settings and help students with various abilities to develop the multiple intelligences they have. MI theory provides opportunities for teachers and students to see the teaching and learning process from different perspectives.

From the above theory, it can be understood that everyone has their own level of intelligences and understanding. In learning English we also need certain skills and strategy so that we understand and can accept and use the language. Therefore, the application of multiple intelligences is needed in teaching and learning English and the relevance of teacher cognition inquiries become a tradition in our field, exploration made to the many covert aspects of second language teachers' pedagogical thought processes. SMAN 2 Manna South Bengkulu is a school that has A accreditation, including a reference school and a healthy school model so that it can represent other schools in this study because it fits the needs and objectives of the study in the process of

⁷Nigera Ibragimova, *Multiple Intelligences Theory in Action in EFL Classes: A Case Study*, Eastern Mediterranean University, January 2011.pdf

teaching and learning a second language using MI theory. So, we know the abilities of each person because not everyone has the same abilities and skills. The Researcher Here Will Focus on English Foreign Language Teachers' Cognition in Multiple Intelligences at SMAN 02 Manna South Bengkulu Academic Years 2019.

H. Identification of the Problems

In addition, Indonesia students face many difficulties in communicating in English (Muamaroh, 2013). This is supported by a research conducted who got involved English Foreign Language Teachers' Cognition in Multiple Intelligences at SMAN 02 Manna South Bengkulu.

That there were five common problems faced by the students in Learning English : The first problem, was the opportunity to speak English and students did not interested to learns. Teachers usually dominate the students because of focus in curriculum. In fact, the students need a lot of opportunities to express their thought in speaking. The second problem, was the vocabulary. Because of the lack of vocabularies, as the result the students usually got stuck to speak. The third, one was pronunciation. The students rarely spoke English in their daily life. Therefore, the students found it hard to pronounce the words. Another problem, was the resources used during learning process. The last one, was the activities in the classroom which did not encourage students.

I. Limitation of the Problems

Based on the identification of the problems above, there were many problems found during the practice of learning process. In this research study,

the researcher employed Language Teaching and Learning in Classroom Practice English Foreign Language Teachers' Cognition on Multiple Intelligences at SMAN 02 Manna South Bengkulu. The researcher also expected that the students would like EFL through this strategy MI.

J. Research Question

1. What are the attributes and knowledge of EFL teachers in SMAN 2 Manna South Bengkulu inclining to use multiple intelligences in teaching English?
2. What actual multiple intelligences practices do EFL teachers of SMAN 2 Manna South Bengkulu implement in their classroom?

K. Research Objective

The objective of the research is to Know how the teachers implement English Foreign Language Teachers' Cognition on Multiple Intelligences at SMAN 02 Manna South Bengkulu. There is teacher contribute in applying the use of MI theory when teaching and learning English in classroom practice, so as to provide benefits for teachers and students.

L. Significance of the Research

The significances of this research study are:

1. Theoretical Significances

The Multiple Intelligences theory has attracted the attention of many educators and language institutions and has been used in many classes. With the diversity of students in language classes, practitioners and educators have begun to overcome individual differences by creating activities in the light of MI theory and serving students' intelligence

profiles. The MI theory suggests student centered ways in which teachers can examine their instructions and evaluations to create new ways to overcome important skills.

2. Practical Significances:

This research can explore Cognition of English Foreign Language Teachers in Various Intelligences at SMAN 02 Manna South Bengkulu. The results of this study can be useful for English teachers and also students, to enrich knowledge about how to learn languages in practice in the classroom, also expected to gain more knowledge and experience from the teaching and learning process of this study.

M. Operational Definition of Key Terms

1. Multiple Intelligences is Intelligence more related to the capacity to solve problems and make products in environments that are supported by culture, rich in context, and naturalistic.
2. Teachers Cognition is what teachers know, believe, and think about unobservable cognitive dimension of teaching or mutually informing, with contextual factors playing an important role.

CHAPTER II

REVIEW OF LITERATURE

J. Theoretical of Multiple Intelligence

In 1979, a large group of researchers in Harvard education received a very large proposed assignment from Bernard van Leer. The proposal is in the form of a project on how human potential can be catalyzed based on the rules of biology and behavior so that multiple theories of intelligence emerge. David Feldman said in life the formation of one's psychology and the development of potentials possessed can be measured by how much the IQ test results have.⁸ However, Garder disagree with what is said by the theory which only takes the IQ test results so that Garder proposes the theory of multiple intelligences as a gift or gift from God, so that we can know what other types of intelligence we have. Teaching carried out can be adapted to the situation and condition of students in the sense of wise learning, recommended in the Al Qur'an Surah An-Nahl 125 :

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ



Meaning: "Call upon men to your way of God with good lessons and lessons and refute them in a good way. Indeed, your Lord is the one who knows

⁸Howard Gardner, *Multiple Intelligences After Twenty Years*, Harvard Graduate School of Education, April 21, 2003.pdf

*more about who has gone astray from His ways, and He who knows more those who are guided."*⁹

From birth, every individual has a different profile of intelligence which is demonstrated by the plurality of intelligence. Howard Gardner first put forward the theory of MI in 1983. He said that, everyone has at least eight different intelligences that can be developed throughout life and say there is no general intelligence. Kagan&kagan, said "every intelligence that belongs to a group or individual comes from interactions with the environment and the influence of the proportion of gene function".¹⁰ We must know that every person when they are born they have intelligence or abilities that are different can be adjusted from the genes or the car they interacts in everyday life and one's intelligence can be developed in accordance with their ability.

Alfred Binet first designed an intelligence test in the 1900s beginning with responding to the request of French public schools to identify academic achievement of students and Lewis Terman introduced the term "Intelligence Quotient" (IQ) in 1916.¹¹ The structure of the implementation of intelligence tests was initially based on the cognitive in solving problems and remembering or memory. one of them, Binet equates language intelligence with logical intelligence. In the 20th century Wechsler explained, the potential of

⁹Departemen Agama RI, *Al-Qur'an dan Terjemahnya; Cet ke-9* (Jakarta : Bumi Aksara, 1996), h. 231.

¹⁰Marjorie Hall Halley, *Learner-Centered Instruction and the Theory of Multiple Intelligences with Second Language Learners*. George Mason University. Teachers college Record Volume 106, Number 1, January, 2004 pp.163-180

¹¹Reza Pishghadam, *A Quantitative Analysis of the Relationship between Emotional Intelligence and Foreign Language Learning*, Ferdowsi University of Mashhad, Iran, Electronic Journal of Foreign Language Teaching , 2009. Vol. 6, No. 1, pp. 31–41

individuals is measured by the results of IQ test scores that are owned to be successful in life. Here the designers identified the ability of children with IQ who focused on cognitive abilities as a measure of someone's intelligence if they had IQ scores above their average and would be said to be smart if they were less than the average, so to say otherwise.

In 1904, Charles Spearman, introduced a new concept of general intelligence. The theory states that everyone has a certain level of intellectual ability that is demonstrated through certain business fields (Willis, Dumont, & Kaufman).¹²Intelligences consist of several common factors based on universal innate abilities that can direct success in life. Whereas IQ intelligence tests are based on an idea that intelligence is derived from a single capacity and does not change because it has a narrow conceptualization of intelligence because of the failure to measure learning. This is what motivates Garder in proposing that the human brain consists of different thoughts or an intelligence that can be grown independently so that it can work better than others.

Traditional intelligence is considered to be something that has real, measurable value, does not change and can be obtained from innate processes that can improve the learning process well. According to, Williams & burden intelligence is a skill or potential ability that is owned after reaching the age of

¹²A Roohani, S. Rabiei, *Exploring Language Learning Strategy Use: The Role of Multiple Intelligences, L2 Proficiency and Gender*, The Journal of Teaching Language Skills (JTLS), 5 (3), Fall 2013, Ser. 72/4, ISSN: 2008-8191. pp. 41-64

five years and cannot change¹³. In this case the general intelligence theory has an important role to know or develop one ability with the other abilities so that the creation of an ease in the learning process.

Good ability in responding to complex grammar is owned by people who have the dominant logical or mathematical intelligence, while the visual or spatial area is the ability possessed by students to comfort diagrams and physical demonstrations. Interpersonal intelligence is needed by students in an interactive and effective learning process (Harmer, 2001: 47). Christison, Intelligence is something that is used to measure verbal linguistic and logical ability of mathematics in terms of intelligence quotient (IQ).¹⁴ Everyone has different abilities, they can respond to what is happening in their lives by thinking logically according to the level of comfort they have. They have interpersonal intelligence so that it can be interactive and effective, this is where we can find out the ability or intelligence that someone has is different.

K. Criteria of Multiple Intelligences

Multiple intelligences have criteria or categories in the development of talents that are not just from the innate process, criteria that Garder uses as¹⁵:

1. Position in the Brain

¹³ Estaji, Masoomah, *Multiple Intelligences And Their Representation In The EFL Young Learners' Textbooks*, University Iran, International Journal Of Research Studies In Language Learning, 19 March 2014.

¹⁴Gokhan Bas,Omer Beyhan, *Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson*, Selcuk University, Turkey, International Electronic Journal of Elementary Education Vol. 2, Issue 3, July 2010.

¹⁵Tadkir oatun Musfiroh,*Multiple Intelligences dan Implikasinya dalam Pendidikan*, www. Islamic-sources.com.Senin 12 febuari 2019,11:36.Pdf

Gardner observed that people who have had certain accidents or diseases have an influence on certain parts of the brain and interfere with certain intelligence that does not interfere with other intelligences. Often, the symptoms of counter-intuition: for example, a patient who is alexic but not an agrapher loses the ability to read words but can still read numbers, name objects, and write normally there is a neuropsychological unit, trying to understand the organization of human abilities in the brain.¹⁶ Therefore, even if a person experiences a certain disorder in him but not necessarily inhibits other intelligence because each intelligences has its own position.

2. There is evidence of personality

Gardner shows one profile of someone like Raymond in the film *Rain Man* which features one intelligences but low in other intelligences.

3. Every Intelligence has a Time of Emergence and Development

Intelligence can be seen through the process of growth and development of someone who has involvement in the context of culture in following the pattern of activities in everyday life. Music develops earlier and lasts long (to old age), visual intelligence in the form of painting can appear in adulthood (like the case of grandmother Moses).

4. Evolutionary History and Evolutionary Logical Reality

Each type of intelligence has its own proven history, such as spatial can be found in images of Lascaux, musical caves through ancient music instruments, rhythms when flying insects search for flowers and more.

¹⁶Howard Gardner, *Multiple Intelligences After Twenty Years*, Harvard Graduate School of Education, April 21, 2003.pdf

5. Psychometric Findings Support

Using standardized tests to assess intelligence in a contextualized manner with a Wechsler intelligence scale such as linguistics, mathematical logic, spatial, kinesthetic, etc.

6. Experimental Psychology Research Support

It's the result of psychological research in the process of mental development that affects the intelligence of someone.

7. Every Intelligence has a Basic Work Procedure Series

Every intelligences has a specific way of working that functions to grind an activity that is typical of each intelligence. For example Kinesthetic, which is able to mimic physical movements, is able to master the fine motoric routine movements in constructing buildings.

8. Ease to encode it into the Symbol System

Every intelligences has its own symbol that can be identified by each type of intelligence. Like Interpersonal social symbols, expressions, gestures, kinetic symbols of Sign Language, Braille, etc.

From the explanation of the multiple intelligence criteria above, it can be concluded that, every person has nine intelligences which each intelligences can be generated or developed in different ways. Intelligence can be stimulated to the highest extent through enrichment, good support, and teaching. In daily activities, intelligence is interrelated in one sequence, kicking the ball (kinesthetic), self orientation in the field (spatial), and submitting protests to the referee (linguistic and interpersonal). There are many ways to be smart in

each category someone who is linguistically intelligent may not be good at writing, but is good at telling stories and speaking amazingly.

And then, according to Howard Gardner, multiple intelligences have characteristic concepts that are different from the characteristics of the concept of previous intelligence. The characteristics in question are as follows¹⁷ :

1. All intelligences have their own differences but have the same degree which means there is no better or more important intelligence.
2. All intelligences possessed by humans have different levels in exploring, growing, developing and optimizing into a capability that is useful in life.
3. In each intelligences there are many indicators that can be built and felt so as to be able to generate a power in intelligence and reduce existing weaknesses.
4. All intelligences possessed differently will cooperate with each other in realizing human activities that may in one activity require more than one intelligences, and one intelligence can be used in various fields.
5. All types of intelligences can be found throughout the world in certain cultural and age groups.
6. Every intelligences can go through a natural stage that starts with the ability to make archetypes. For example musical intelligence, characterized by the ability to distinguish high and low tones. While spatial intelligence begins with three-dimensional adjustment capabilities.

¹⁷ Tadkiroatun Musfiroh, M.Hum., *Hakikat Kecerdasan Majemuk (Multiple Intelligences)*, repository.ut.ac.id, 21-02-2019, 09:43 Am

7. When someone has grown up intelligences can be expressed through profession and hobby. Logical-mathematical intelligence started as an archetypal ability in infancy, developed into symbolic mastery in childhood, and finally achieving maturity of expression in the form of a profession as mathematician, accountant, or scientist.
8. There is a possibility that a child is in a "risky" condition so that if they don't get special assistance, they will fail in certain tasks that involve so intelligence has been made psychometric tests for multiple intelligences.

From the explanation above we can know Every child has the capacity to have nine intelligences that can be highly developed, sufficiently developed, and less developed. in general, can develop each intelligence to an adequate level of mastery when obtaining enough support, enrichment, and teaching. Intelligence works together in daily activities that have various ways to show the intelligence possessed in each category.

L. The Types of Multi Intelligence

Gardner defines intelligence as "the ability to create viable products in a culture and to obtain the latest information in cultural contexts for problem solving" (Gardner 1999, p. 33). After Gardner's publication of *Frames of Mind* by 1983 much was used in the teaching of the language curriculum. Used as individual learning needs to improve their abilities. Snider said, MI theory involves innate abilities to improve foreign language learning because it has strong potential (2001 p. 6). According to Gardner, Armstrong, Ormrod, Peariso, the methodology and school curriculum have undergone several

changes after the introduction of the MI theory.¹⁸ One's intelligence influences in language learning process because here a person's intelligence involves innate abilities in the learning process. Through intelligence that is owned by someone we can know the information and capability that we have so that it can be useful in solving problems and creating new thoughts.

An explanation of each type of intelligence is presented below¹⁹:

1. Verbal linguistic intelligence: the ability to express language effectively rhetorical or poetic which is indicated by one's sensitivity to the function of words, language, meaning and structure of words in order to understand something easily when doing oral and written communication.
2. Logical-mathematical intelligence: ability deductively and think logically where this ability has a sensitivity to logical thinking patterns and analyzing things in order to find a way out when facing a problem that leads to thinking abstractly.
3. Visual-spatial intelligence: The ability to recognize something that is sensitive to the world of strong imagination in forming and interpreting a work of art that is useful in life as well as architects design something that can get a value of appreciation for their own abilities.

¹⁸Habib Soleimani, Ahmad Moinnzadeh, Zohreh Kassaian & Saeed Ketabi. *The Effect of Instruction Based on Multiple Intelligences Theory on the Attitude and Learning of General English*. University of Isfahan, Isfahan, Iran. English Language Teaching; 2012. Vol. 5, No. 9; ISSN 1916-4742 E-ISSN 1916-4750

¹⁹Karim Hajhashemi, Fatemeh Parasteh Ghombavani, Seyed Yasin Yazdi Amirkhiz *The Relationship between Iranian EFL High School Students' Multiple Intelligence Scores and their Use of Learning Strategies*, Vol. 4, No. 3; September 2011, www.ccsenet.org/elt

4. Rhythmic music: the capacity to recognize and compose music, and rhythm the ability to create, recognize, and appreciate the form of music in composing melodies or lyrics that make it easier for us to remember things in an interesting way.
5. Kinesthetic-body intelligence: the mental ability to coordinate body movements in recognizing objects when using body language to express something that is skillfully motorized so that it is easy to learn coordination in manipulating forms of movement or style.
6. Interpersonal intelligence: the ability to understand the desires of others the ability to understand or respond to moods, temperaments, motivations when interacting with someone as desired by the person by looking at it from various perspectives.
7. Intrapersonal intelligence: the ability to appreciate and build perceptions about oneself in distinguishing emotions and knowledge about how to control feelings for self-introspection in order to get motivation, interests and strengths and weaknesses in oneself.
8. Naturalist intelligence: the ability to understand nature and classify it in recognizing existence and mapping relationships in analyzing equations and differences in detail how to classify species correctly and accordingly.
9. Existential intelligence: the ability to real-world understanding and new learning applications to place oneself in the vast universe, far beyond infinity and connect it to the next life (death) by involving human abilities in answering the deepest problems of existence or human existence.

Each individual has cognitive potential related to how they will be in the other cognitive fields. Every child from an early age has one or two intelligence that lasts for life and the nine intelligence possessed by each individual which includes the division of the classification of dominant intelligence. Mental ability is not fixed but it is a combination of cognitive competencies that produce a unique intellectual how we develop their potential.

M. Studies on Teachers' Multiple Intelligences

Many studies have shown positive effects in the learning process by using the approach to teaching MI especially on improving student achievement and knowledge. Gunst is one of the first researchers to look at MI's theory by investigating MI teachers, he believes teachers are expected to give instructions to students who have different interests, strengths, and needs.²⁰ Teachers can ensure success for students by recognizing the existence of various types of intelligence and designing activities to develop all types of intelligence. So that teachers are expected to find a strong relationship between MI and good teaching strategies in the classroom.

MI theory has a very important role in the process of learning English. the application of MI theory in the process of teaching language is considered very valuable for teachers and students as well as in designing curriculum, teaching strategies, which are used in the process of teaching and learning languages.

²⁰Zahra Dolati, Abdorreza Tahriri, *EFL Teachers' Multiple Intelligences And Their Classroom Practice*, July-September 2017, Journals.Sagepub.Com/Home/Sgo

MI theory provides an opportunity for teachers to see their teaching processes with different views between individuals.

Like Ghamrawi (2014) he examined the application of teachers who use MI theory in their classrooms and their relationship with student vocabulary acquisition during the learning process in the Second Language (ESL) class in Lebanon.²¹ Observation, teacher surveys, and students' interviews were used to obtain the data. One of the findings showed that the participants learned new vocabulary faster through the use of traditional methods of teaching, but their vocabulary retention was significantly weaker than that of the MI-inspired classes. The study emphasized the significance of using MI in ESL classes, especially in the instruction and learning of vocabulary items.

Furthermore, instructions that have been directed by MI Theory can create a more centered environment for students where students show the strength and potential they have. Christison advises teachers to identify and categorize activities in their classrooms, and presents four stages of how MI-based learning processes can be strengthened: arouse intelligence, improve and support it, organize lessons according to different types of intelligence and integrate intelligence as solutions to problem solving.²² MI Theory also provides various ways of presenting useful material and takes every difference between students to take full advantage of learning and understanding in language classes. The importance of applying the MI Theory in classrooms to

²¹ Ibid

²² Nigera Ibragimova, *Multiple Intelligences Theory in Action in EFL Classes: A Case Study*, Eastern Mediterranean University, January 2011.pdf

create individual learning settings and help students with various abilities to develop their intelligence.

N. Theoretical of Teachers Cognition

In the 15th century the word cognition appeared which meant thinking and consciousness. Attention to the cognition process emerged more than eighteen centuries ago, which began with Aristotle who had an interest in how the mind influences human experience which is focused on the cognitive field relating to memory, perception, and mental image. Carter argues that Cognition is a mental process act of a person or the process a person gets even receives knowledge and understanding through the experience, mind, and senses.²³ This is a process of knowledge, memory or working the mind, attention, evaluation or assessment, reasoning and calculation, problem solving and decision making, language comprehension and production, etc. Human cognition occurs when conscious or unconscious, concrete or abstract, such as intuitive like language knowledge and conceptual such as language models. The cognitive process uses existing knowledge and produces new knowledge.

As a tradition of research in education, studies of teacher cognition span more than 30 years. In the 1960s, teaching research focused on the search for effective teaching behaviors, namely behaviors that would produce greater learning were usually measured through achievement tests. Teacher cognition relates to understanding what the teacher thinks, knows, and believes.²⁴ The

²³ZahraaAbud Metashir, *Teacher Cognition, Ministry of Higher Education and Scientific Research*, University of Al-Qadissiya College of Education Department of English.pdf

²⁴Simon Borg, *Introducing Language Teacher Cognition*, Centre For Language Education Research, School of Education, University of Leeds,

main concern lies in the dimension of teaching that cannot be observed in the mental life of the teacher. This is usually referred to as a research product process model and the aim is to identify effective behavior with the belief that teachers can be universally applied. However, in the 1970s, this teaching view began to be questioned. Developments in cognitive psychology highlight the complex relationships between what people do and what they know and believe. Educational researchers are becoming more aware of the fact that in teaching mental life teachers play a role in their teaching choices. In other words, the teacher is not a robot that only applies, in an unthinkable way, a curriculum designed by others, rather than the teachers applying in the classroom to make decisions, both before and while teaching, and this decision will be a new focus for education researchers.

Educational research in the past 25 years has recognized the impact of teacher cognition on the professional lives of teachers, and this has resulted in substantial research bodies. Some reviews of this have been done by Calderhead, Carter, Clark & Peterson, Fenstermacher, Richardson, Verloop, Van Driel, & Meijer, and the assumptions that form the basis now are largely undisputed, active and thinking decision-making teachers who has the task of making instructional choices by describing networks of knowledge, thought, and belief that are complex, practice-oriented, and context sensitive.²⁵ This shows that teachers have cognitions about all aspects of their work, and have a list of repetitive labels that will be used to describe various psychological

²⁵ Simon, Borg, *Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do*. Language Teaching, (2003) 36 (2). pp. 81-109. ISSN 1475-3049

constructs collectively. The diagram here also describes the relationship suggested by educational research between teacher cognition, teacher learning processes through professional education or school, and classroom practice.

O. The Nature of Teacher Cognition its Relationship to What Teachers Do and Teacher Cognition in Language Teaching

The teacher's knowledge then becomes a dominant concept permanently in educational research about teacher cognition. Several types of knowledge are suggested in the literature, as is the knowledge of pedagogical content and practical knowledge being the most famous and long-lasting. The value of understanding is not only what the teacher does but also how they think and are widely recognized. Here there is an increased interest or willingness in the development of teacher cognition in the context of education that is held by pre-service teachers or in positions and learns about one's beliefs and the knowledge of contributing teachers. Based on the theory of Phipps & Borg there are some things that are generally accepted today about the nature of teacher cognition and its relation to what teachers do²⁶:

1. Teachers' cognitions can be powerfully influenced by their own experiences as learners.
2. These cognitions influence what and how teachers learn during teacher education.
3. They do this by filtering out what is known about understanding something by the teacher interpreting new information and experiences.

²⁶ZahraaAbud Metashir, *Teacher Cognition, Ministry of Higher Education and Scientific Research, University of Al-Qadissiya College of Education Department of English.pdf*

4. They may outweigh the effects of teacher education in influencing what teachers do in the classroom; they can be deep-rooted and resistant to change.
5. Here they play an active role continuously in providing continuing long-term influence in teacher teaching practices. "
6. They are, at the same time, not always reflected in what teachers do in the classroom.
7. They interact bi-directionally with experience (i.e. beliefs can affect practice and practice can also cause changes in belief).

English teachers provide foreign language teaching that has been carried out in the process of daily activities to make individuals involved in supporting the learning process of English according to the language context that will be used in each country that still has limitations in the learning process in the classroom. It may be helpful to point out from the outset that although the focus of this study is on the characteristics of language teachers, the findings suggest that these cannot be considered separate from the characteristics of language teaching.

Represents the schematic conceptualization of teaching where teacher cognition plays an important role in the life of the teacher. In this framework, it is based on an analysis of educational research on language teacher cognition. Some things teacher cognition in language teaching²⁷:

²⁷ Simon,Borg, *Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do*. Language Teaching, (2003) 36 (2). pp. 81-109.ISSN 1475-3049

1. Schooling

Extensive experience of classrooms which defines early cognition and shapes teachers' perception of initial training.

2. Professional Coursework

Can affect existing cognition even though especially when it is not recognized, this can limit its impact.

3. Contextual factors

Influencing good practice by modifying cognition or directly, in this case a mismatch between cognition and practice can occur

4. Classroom practice including practice teaching

Defined by the interaction of cognitions and contextual factors. In turn, classroom experience influences cognitions unconsciously and through conscious reflection.

Teacher cognition is analyzed by beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, perspectives, about teaching, teachers, learning, students, subject matter, curriculum, material, self-teaching activities related to practice in the classroom and in where no actual teaching analysis is carried out. Only adapted to teacher cognition that will provide convenience in the learning process needed by students.

P. Theoretical of English Foreign Language Learning

Every person who learns a second language is always accompanied by an innate process in acquiring the first language he gets from the first time he hears a new language. Collier says that everyone has a development in

accepting mastery of a second language even though there are often mistakes in grammatical settings that are made when speaking so that sometimes we only understand some of the meanings of each word and only understand some of the second language acquisition.²⁸ Someone who learns the second language the same when they learn or obtain a first language, still has some difficulties but is able to understand a few words of what is spoken by relying on input sources from that language.

For more than 100 years most teachers have learned something that is challenging and interesting for students such as the results of direct learning, and directing experience can significantly expand the curriculum. As Blumenfeld said, the root of the idea according to John Dewet by using the practitioner steps has the benefits of disciplined learning for the development of student knowledge.²⁹ In other word from Merkham, a long-running tradition in the field of education is "doing something in accordance with the learning plan". The learning process has enormous benefits in our lives because the learning process is not only obtained from school but also from our experience.

Daily use of foreign languages increases because the needs of each person are different. EFL is a foreign language teaching that refers to English whose first language is not English to create a situation where students can understand

²⁸Marriam Bashir, *Factor Effecting Students' English Speaking Skills*, University of Education Bank Road Campus, Lahore, British Journal of Arts and Social Sciences , 2011.ISSN: 2046-9578, Vol.2 No.1

²⁹Gokhan Bas,Omer Beyhan, *Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson*, Selcuk University, Turkey, International Electronic Journal of Elementary Education Vol. 2, Issue 3, July 2010.

what is learned.³⁰ So that a good learning process is needed to get good results in understanding second language learning. Learning process is inseparable from the strategies that we have while studying, which function as sources of information, use, storage and acceptance. Learning strategies are teaching materials or procedures to improve understanding as effectively as possible.³¹ Language learning has a central role in easing the burden of the teacher as an awareness of strategies that can help language learners manage their own learning processes and help divert responsibility for learning from the shoulders of teachers to the shoulders of students. The process of language learning influences our lives because language is the most important communication tool in conveying ideas or responding to things so we need strategies and good abilities to easily understand meaning.

The teacher must set high standards for ESL classrooms. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. Foreign language anxiety is a complex multidimensional phenomenon that refers to "tense and fear that is specifically related to the context of a second language, including speaking, listening, and learning" (MacIntyre&Gardner).³² In order for English teaching to be successful, four skills, reading, listening, speaking and writing, must be

³⁰Júlia Aregall Salgot, *Efl And Clil: A Textbook Analysis*, Uvic, Facultat d'Educació Traducció i Ciències Humanes, Vic, May 2015, pdf

³¹Karim Hajhashemi, Fatemeh Parasteh Ghombavani, Seyed Yasin Yazdi Amirkhiz *The Relationship between Iranian EFL High School Students' Multiple Intelligence Scores and their Use of Learning Strategies*, Vol. 4, No. 3; September 2011, www.ccsenet.org/elt

³²Afsaneh Rahimi, Hossein Vahid Dastjerdi, *Impact of Immediate and Delayed Error Correction on EFL Learners' Oral Production*: CAF, Mediterranean Journal of Social Sciences, Vol. 3 (1) January 2011, ISSN 2039-9340.

integrated effectively. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually.

Second language learners usually observe developing a new language system that combines elements of the original language and elements of the English they just learned. Inter language actually helps the process of learning a second language testing hypotheses about how language works and developing their own set of rules for using language.³³In learning the second language we usually make a prior observation of what we have to prepare and what we must do so that we can develop the abilities we have by applying the elements of the original language. When learning consciously we choose strategies that fit our style and that can attract our interest and attention in improving the learning process within ourselves actively, aiming and independent.

In foreign language teaching and learning, the ability to speak is the most important skill because it is the basis for communication and it is the most difficult skill. Reference stated that speaking English is the most difficult for learners. In particular, EFL students often stutter when speaking English. This results from a lack of exposure of students to an authentic English language environment that allows them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers. Speaking is the most important and essential skill. Reference

³³Marriam Bashir, *Factor Effecting Students' English Speaking Skills*, University of Education Bank Road Campus, Lahore, British Journal of Arts and Social Sciences , 2011.ISSN: 2046-9578, Vol.2 No.1

stated that mastery of this skill illustrates that the speaker possesses precise knowledge of language.³⁴In the process of learning a foreign language there are difficulties in one's speaking ability even though speaking skills are the most important because it is the basis for communicating with others. Students have difficulty speaking because of the lack of applying to speak English in the environment because of the unauthorized state of the factor and the lack of native speakers so that when speaking sometimes it is still halting.

Q.The Relation Between Multiple Intelligences And English Foreign Language Learning

In the 2001-2002 school years, a learning process can be said to be successful when we can apply the knowledge we get in everyday life. Research studies to determine the impact of applying the theory of multiple intelligences in the classroom learning process, there were three participating countries and 650 students from eight states and foreign language teachers and ESL.³⁵ From this explanation we can know that the use of foreign languages is very important in every part of the country so that we can apply the multiple intelligences theory in the learning process.

An increasingly important learning variable in language learning is intelligence. Until the 1980s, among the sources that discussed individual differences in language learning were expressed by Akbari and Hosseini, if

³⁴Thanyalak Oradee, *Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and RolePlaying)*, International Journal of Social Science and Humanity, Vol. 2, No. 6, November 2012.

³⁵Marjorie Hall Halley, *Learner-Centered Instruction and the Theory of Multiple Intelligences with Second Language Learners*.George Mason University.Teachers college Record Volume 106,Number 1, January, 2004 pp.163-180

intelligence is mentioned, then many deny the existence and importance of intelligence owned.³⁶ Traditionally, intelligence is seen as a unique single factor that only takes into account individual verbal and mathematical capacity, thus failing to calculate the potential of language learners for further growth. Henceforth, in the past few decades, Gardner has proposed a broader model / theory of intelligence, referred to as Multiple Intelligence (MI), which views intelligence as a combination of various components.

The intelligence possessed by each person has their own different roles and functions that are used as personal tools in a person can be grown and trained based on learning strategies that can arouse the attractiveness of the owner. Significant progress in the world of scanning comes from learning styles or learning strategies that are used in the process of improving learning that students use differently. Reid said several dimensions that affect the field of language learning are multiple intelligences, learning styles or analytical, reflective or impulsive learning strategies.³⁷ By using the theory of multiple intelligences and good learning strategies we can increase awareness of learning styles and increase interest and motivation in order to get effective changes in the learning process.

As one of the critics of the view of Gardner intelligence undertakes a step towards revolution in education, philosophy and cognitive psychology, guided

³⁶A. Roohani, S. Rabiei, *Exploring Language Learning Strategy Use: The Role of Multiple Intelligences, L2 Proficiency and Gender*, The Journal of Teaching Language Skills (JTLS) 5 (3), Fall 2013, Ser. 72/4, ISSN: 2008-8191. pp. 41-64

³⁷Abbas Pourhossein Gilakjani, *Visual, Auditory, Kinaesthetic Learning Styles And Their Impacts On English Language Teaching*, Journal Of Studies In Education ISSN 2162-6952, 2012, Vol. 2, No. 1

by cultural habits in society that are adapted to the concept of MI. In the 2011 Garder had made a difference between the neatness of students and the educational procedures that must be done to respect one's learning capacity by way of understanding in exploring new things.³⁸ In communicating in a modern and increasingly sophisticated world as we are now connected with the use of international languages to integrate ourselves into the global world. Therefore, we must be able to communicate communicatively so that we can understand one another and that is the importance of learning strategies to make it easier for us to be passionate and interested in learning something.

Language acquisition is very similar to the process used by children in obtaining first and second languages. This requires meaningful interaction in the target of natural language communication where the speaker does not care about the form of their speech but with the message conveyed and understood. Correction of errors and the teaching of explicit rules are not relevant to language acquisition (Brown and Hanlon, Brown, Cazden, and Bellugi), but caring and native speakers can modify their speech addressed to the acquirer to help them understand, and this modification is considered to assist the acquisition process (Snow and Ferguson).³⁹ Acceptance of first language and second language can be obtained from the process of communication and interaction between people starting from children. Self-report includes one way

³⁸Orhan Iyitoglu and Hasan Aydin, *The relationship between multiple intelligence profiles and reading strategy use of successful English as a Foreign Language (EFL) readers*, South African Journal of Education, Volume 35, Number 2, May 2015

³⁹Stephen D Krashen. *Second Language Acquisition and Second Language Learning*, (University of Southern California: 1981), page 1. [Blog post]. Retrieved from http://www.Sdkrashen.com/content/books/sl_acquisition_and_learning.pdf

to identify the process of mental development of students, through self-reports students are expected to be honest in order to get accurate results.⁴⁰ As Grenfell and Harris said :

“it's hard to find out what's happening and what the human brain thinks. We can get what is done but has a side of limitations that can be available or not. (p. 54)”

Through English Foreign language learning we can find out the understanding that we have through self-reports, here we as students are expected to have honest behavior so that we can know our physical and spiritual abilities in our mental form. Language learning has a central role in easing the burden of the teacher as an awareness of strategies that can help language learners manage their own learning processes and help divert responsibility for learning from the shoulders of teachers to the shoulders of students. Language learning strategy is an operator that is intended to help students in the process of using information, storage, retrieval and acquisition (Dansereau, Rigney) or as a way to improve what students learn (Oxford).⁴¹ By using our learner's strategy, it can make it easier to gain understanding in the learning process so that we can get information and understand it easily and improve our abilities.

⁴⁰Anna Uhl Chamot, *Issues in Language Learning Strategy Research and Teaching*, The George Washington University, Electronic Journal of Foreign Language Teaching 2004, Vol. 1, No. 1, pp. 14-26

⁴¹Karim Hajhashemi, Fatemeh Parasteh Ghombavani, Seyed Yasin Yazdi Amirkhiz, *The Relationship between Iranian EFL High School Students' Multiple Intelligence Scores and their Use of Learning Strategies*, Vol. 4, No. 3; September 2011, www.ccsenet.org/elt

R. Previous Studies

There were some related studies with the research. First, the result research from karim hajhasheme this study attempts to find out the relationship between the MI profiles and language learning strategies used by Iranian EFL high school students. Two hundred twenty nine students (121 men, 108 women) participated in this study. The instrument used to obtain information for this study was the inventory of MI McKenzie (1999) and the Inventory Strategy Questionnaire for Language Learning (SILL). The findings revealed that there was a low, positive correlation between the two MI variables and learning strategies, $r = 0.24$.⁴² In addition, it was found that there was a low positive correlation between MI and different types of strategies. The highest correlation was seen between meta-cognitive strategies and MI, followed by compensation and cognitive strategies. Furthermore, these findings reveal that Iranian students mostly use meta-cognitive strategies followed by social strategies.

Secondly, Habib Soleimani from this study is investigating the influence of teaching based on the theory of Multiple Intelligence (MI) on attitudes and learning of General English courses among students of Islamic Azad University. The results showed that there were significant differences between the increase in General English courses between the experimental and control groups. In other words, students who are taught based on MI theory exceed traditionally instructed students both in general and in each sub-English

⁴² Ibid

learning skill (vocabulary, reading comprehension, and structure).⁴³ The results also showed that students' attitudes towards learning English in the experimental group increased significantly.

Third, this study investigates the effects of various intelligences applied in the learning process supported by project-based learning and traditional foreign language environments that teach student achievement and their attitude towards English by Gokhan Bas and Omer Beyhan. The results showed a significant difference between attitude scores of the experimental group and the control group. It was also found that the activities of the multiple intelligence approach were more effective in the positive development of student attitudes.⁴⁴ At the end of the study, it was revealed that students who were educated or used the application of various intelligences supported by project-based learning methods were more successful and had higher levels of education motivation than students educated by traditional teaching methods.

Fourth, from Rahmin Akbar this research was conducted to investigate the possible relationship between the use of language learning strategies and multiple intelligence scores of English-language foreign students. Ninety subjects participated in the study. To measure intelligence scores of some participants, MIDAS, a commercially designed instrument, was used. The use

⁴³ Habib Soleimani, Ahmad Moinnzadeh, Zohreh Kassaian & Saeed Ketabi. *The Effect of Instruction Based on Multiple Intelligences Theory on the Attitude and Learning of General English*. University of Isfahan, Isfahan, Iran. English Language Teaching; 2012. Vol. 5, No. 9; ISSN 1916-4742 E-ISSN 1916-4750

⁴⁴ Gokhan Bas, Omer Beyhan, *Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson*, Selcuk University, Turkey, International Electronic Journal of Elementary Education Vol. 2, Issue 3, July 2010.

of students' strategies is examined through SILL, the strategy for using Inventory for Language Learning.⁴⁵ The correlation analysis of the results indicated significant relations between the use of language learning strategies and IQ scores of the learners. Musical intelligence, does not correlate with aspects of strategy use, and kinesthetic intelligence only correlates with memory learning strategies.

And then, from Fibriani Endah Widyasari this study to describe the use of the method of multiple intelligences in the learning of English in international schools that focus on learning strategies and learning activities.⁴⁶ Data obtained by observation and interviews. The results obtained from this study is that the learning strategies of English used in international schools refers to the development of Multiple Intelligences are supported by curriculum, learning materials, human resources and learning processes that have been adapted without leaving the national curriculum and is combined with an international curriculum. Activity learning English at an international school is designed to develop students' multiple intelligences and language skills together with activities that are varied, fun and creative.

Here previous studies focus with findings revealed that correlation between MI and learning different strategy types. The effect of multiple

⁴⁵ Ramin Akbari, Kobra Hosseini, *Multiple intelligences and language learning strategies: Investigating possible relations*, English Department, Tarbiat Modares University, Chamran Expressway, Tehran, Iran, English Department, Ministry of Education, Tehran, Iran, Received 31 July 2006; received in revised form 20 June 2007; accepted 18 September 2007, www.elsevier.com/locate/system

⁴⁶ Fibriani Endah Widyasari, *Pembelajaran Bahasa Inggris Dengan Menggunakan Metode Multiple Intelligences: Studi Kasus Di Sekolah Internasional*, Universitas Widya Dharma, Jurnal Edutama, Vol 3, No. 1 Januari 2016. Retrieved from ejurnal.ikipgribojonegoro.ac.id.4:56PM,7april2019

intelligence theories on attitudes and learning the environment of traditional foreign language teaching on student achievement and their attitudes towards English language learning. But in this research, we can focus with the teachers' cognition on multiple intelligences in teaching and learning process in the classroom practice english foreign language.

CHAPTER III

RESEARCH METHODS

G. Research Design

The method of research a descriptive qualitative study English Foreign Language Teachers' Cognition In Multiple Intelligences at SMAN 02 Manna South Bengkulu that will be used in this study of learning language in classroom practice have the same competence in English teacher. Qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or other quantitative methods. According to Bogdan and Taylor, that qualitative research is a research procedure that is able to produce descriptive data in the form of speech, writing, and behavior of the people observed.⁴⁷ By using qualitative research we can find out or get results according to data analysis. This reseach apply qualitative descriptive approach, the study was a descriptive study aimed at providing description pertaining to the kind of data gathered and analyzed. This research is done by formulating problems, collecting data, classifying, and explaining the results.

H. Subject Of The Research

Subjects in this research are English teachers in Sman 2 Manna South Bengkulu, which consist 4 persons. In this study there are several criteria in selecting research subjects such as; how much the teacher knows about MI theory so that it can be applied in the process of learning English, how long the teacher's experience in teaching English, what are the uniqueness of the teacher

⁴⁷Farida Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*, Surakarta, 11 Juni 2014,pdf

in the teaching process so that they can motivate students in learning English. From some of the criteria above, this study only focused on 2 English language teachers among of the 4 teachers only 2 teachers who are qualified based on MI theory and teaching experience.

I. Technique of the Data Collection

Technique of collecting data in this research using Interview and Observation while the research instrument where tools which were used by the researcher to collect the required data.

1. Interview

In this reseach, the reseacher used interview face to face to collect the data with participants, interviews such as these require generally structured and open-ended questions that are designed to bring out the views and opinions of the participants. The researcher designed a series of structured question to elicit specific answer from respondents that used to obtain information from respondents. The questions in the interview related to the research about teachers cognition language learning in classroom practice with MI theory and how to implement in the classroom.

2. Observation

The Observations that will be carried out by researchers in this study when the subject is doing the teaching and learning process in the classroom, so that this observation is a very important part of qualitative research. Observation is needed so that researchers can analyze and record systematically the behavior of individuals or groups directly, so that

researchers can get a broad picture of the problems examined in practice in the classroom.

3. Think Aloud Protocol

Think aloud is a research method where participants speak loudly and one effective way to assess high-level thinking processes which involve working memory can also be used to study individual differences in doing the same task or question. So think aloud here is used by researchers to observe, define, words when participants convey ambiguous words or languages, experience pauses, variations in volume and vocal tones or give certain expressions both verbally and nonverbally. To expand or clarify the results of information think aloud about the participants' thought processes.

The purpose of hard thinking research is to provide insight to researchers because they think hard about the technique of thinking hard in the form that current participants are bitterly rooted in cognitive psychology, For this reason, only verbal reports follow very quickly after a thought process that can accurately reflect conscious thought, and the researcher must focus on the participants' direct awareness ", not wait for an explanation for their actions.

J. Research Instruments

In collecting the data, the researcher will use several instruments. There are as follow:

1. Documentation

Documentation used to obtain data needed by researchers. In this study documentation data in the form of videos, photos, sound recordings and data from documents owned by the school. This documentation data will be used to support in describing the authenticity of the data in the study.

2. Observation Sheet

The observation sheet used to analyze interactions that occur in the classroom when the teacher teaches English by applying the MI theory, which aims to get feedback between the teacher and students. Observation in the classroom requires a record of what happened in the classroom. In this study, the sheets of observation that have been carried out in the classroom are observed to identify the types of intelligence that are applied in the learning process of English.

3. Field notes

Notes made when in the field during or after interview, observation to help easy to make conclusion in think aloud protocol the specifications of the problem under study. In order to make it easier for researchers to remember and re-understand the subject that has been studied so that it can be used as evidence in a study. The researcher followed the teachers' interview, observation, think aloud to get the primary way of capturing the data.

K. The Technique of Data Analysis

The analysis of this study use the result of the interview with the teachers to make me easy for analyze the ability from the students, cause this study

focus on the teachers classroom practice. After that, I will make the different between when the teacher teaching use theory MI in English classroom and without uses the theory. The result of data analysis from the interview can get the complied data to know the criteria of learning English with MI. Then the researcher is analyzed the data. The last, the researcher made a conclusion.

Such as data analysis models Miles and Huberman, that the activity in the analysis of qualitative data is carried out interactively and continues until it finds clear results.⁴⁸ There are several steps in the Data analysis activity, namely:

1. Data reduction (data reduction)

How to reduce or summarize and focus the results of the research that will be obtained in SMAN 2 Manna South Bengkulu to be specific to the main aspects desired to get a clear picture and facilitate data collection.

2. Data display (data presentation)

Make the research results obtained at SMAN 2 Manna South Bengkulu in the form of brief descriptions, charts, relationships between categories, flowcharts and others. Miles and Huberman say, narrative text is most often used as a display of data in qualitative research.

3. Conclusion drawing / verification

Drawing conclusions and verification from the results of the research and the results of the evidence obtained during the research at SMAN 2 Manna

⁴⁸ Sugiyono, *metode penelitian kuantitatif, kualitatif dan r&D*, alfabeta bandung, November, 2018, h 42

South Bengkulu to support the data can be valid and credible in supporting the formulation of the problems formulated from the start.

From the explanation above, it can be concluded that in qualitative research when data collection is ongoing or completed, the exact and clear data analysis stage is needed to obtain valid research results and creativity.

L. Trustworthiness of the Data

In qualitative research the researchers used many qualitative criteria to evaluate aspects of validity in content analysis. Lincoln & Guba in Elo uses the term trustworthiness in qualitative research to support the argument that the results of research can be used properly.⁴⁹ In the research there are many factors that can influence the validation of data so that to trust the results in collecting, analyzing data and presenting the results of the data used a reliable tool so that the data produced is accurate and in accordance with the content needed.

Data collection using triangulation is intended to test the data credibility that we have gathered from various sources. William Wiersma said that, Triangulation is to cross validation in qualitative research that assesses the adequacy of appropriate data from several sources or several procedures for collecting data.⁵⁰ From the explanation above, it can be concluded that triangulation testing data is a data checking carried out with various sources in

⁴⁹Satu Elo, *Qualitative Content Analysis: A Focus on Trustworthiness*, sgo.sagepub.com, January-March 2014: 1–10

⁵⁰Sugiyono, *metode penelitian kuantitatif, kualitatif dan r&D*, alfabeta bandung, November, 2018, h 49

various ways and various times to produce valid data. There are some triangulations in collecting of data, such as:

1. Triangulation of sources

Used to test the credibility of data that has been obtained through several sources obtained at SMAN 2 Manna South Bengkulu during research or completion. Data obtained through several sources are categorized, described from various different perspectives and analyzed data specifically so as to produce conclusions based on member checks from several data sources.

2. Triangulation techniques

Conducted to test the credibility of the data obtained during the research at SMAN 2 Manna South Bengkulu by checking data with the same source but using different techniques. However, when conducting data credibility using different techniques, the results of different data are obtained, then a more in depth discussion is carried out to the data source in question or the other to ensure which data is more valid or maybe all data obtained is correct because it was obtained from a different perspective.

3. Triangulation of time

Can influence the results of research conducted this often affects the credibility of the data obtained because data is collected by observation techniques or interview techniques when the morning when sources are still fresh there are not many problems will provide more valid and credible data. So that in testing the credibility of data can be done by checking

observations or other techniques at different times or situations, and carried out repeatedly until the data is found to be truly valid and convincing.

From various ways in collecting data through triangulation of sources, techniques, and time, we can know that in the process of collecting data and checking valid data and creativity, a variety of techniques are needed in obtaining sources that are relevant to the research that are often influenced by time or situation collecting data.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of the current research. More specifically, based on the research questions in this study, the results presented teacher cognition in multiple intelligences and classroom observations. Results obtained through teacher cognition in various intelligences are presented. Then, the results of applying multiple intelligences in the class are explained. After that, the results related to classroom observations are presented. Finally, the results obtained from teacher interviews are interpreted to show the teacher's knowledge of the MI Theory and its application.

E. A brief overview of the context of the present study

Based on the result with the teachers SMAN 2 Manna South Bengkulu is a school that has A accreditation and is a referral school and a healthy school. This school has achieved many achievements both in the academic and non-academic fields and has become a school of favorites in Manna South Bengkulu. This school has the school motto of the champions so that students compete in carrying out education in this high school. This schools also have strict school rules and are good for those who violate them, for example students must be at school at seven in the morning, if late arrives the school fence will be closed and students who are late will not let in.

And In the teaching and learning process this school has applied the use of curriculum 13 (K13) and conducted an interesting learning process for example when learning English the teacher concerned applied storytelling, playing

scrabble, and the use of projector or power point, and others. And before carrying out the process of learning English they were also required to memorize a minimum of five English vocabularies so when their names were called they were required to mention the vocabulary. As well as many other tools or methods that have been prepared by the teacher in the teaching and learning process at school so that it becomes an attraction for students and parents to carry out good education at SMAN 2 Manna South Bengkulu.

F. Findings

Based on the results of data analysis were taken from the analysis process through interviews and classroom observations in the teaching and learning process at SMAN 2 Manna South Bengkulu. The researcher asked several questions with two English teachers who had more experience and understanding of the theory of multiple intelligences to obtain valid data. And classroom observations were carried out in two different classes to find out the application of multiple intelligence theories used by teachers during the teaching and learning process so as to obtain productive learning outcomes.

1. The results form teachers' interview

This section presents the results obtained through teacher interviews. The teacher interview consists of two parts (see appendix A): Part 1 "background information about the teacher", and Part 2 "teacher knowledge about multiple intelligences and their application in their classrooms. The results are presented according to these two parts in the teacher interview.

From the results of interviews about the personal information of two teachers who taught English at SMAN 2 Manna, South Bengkulu. It can be seen that teachers who teach in class XI IPA3 have twenty-nine years teaching experience with a background in the master's degree education. While teachers who teach in class X IPS2 have nearly eleven years of teaching experience with a bachelor's degree education background.

Furthermore, the results of interviews are several questions about teacher perceptions of the theory of multiple intelligences and how they are applied in the classroom. The first question about, how familiar the teachers with Gardner's theory of multiple intelligences and the teachers' response to the first question that all teachers say knows about MI theory. Teacher 1 said "actually he really knows about the MI theory but he doesn't understand it completely so he only knows moderately". And Teachers 2 say "she understands completely about the MI theory". From the results of interviews with the two English language teachers, it can be seen that most teachers know about the theory of multiple intelligence from Howard Gardner's'. So almost the 90% the teachers know about the theory of Multiple Intelligences.

Second question, have the teachers' had any education at the university level concerning the theory of multiple intelligences. The teacher gave an explanation that they already knew the theory of multiple intelligences at university. When they were at the university they told me that they were only given as an introduction to the multiple intelligences someone had without being given an in-depth explanation of the theory. Almost 60% of one teacher

got an explanation and understanding of MI while the other 15% only knew the MI theory without understanding the purpose of the MI theory of Howard Gardeners’.

Based on the result third and fourth question, what do the teachers think about intelligence as defined by the theory of multiple intelligences Gardner and do the teachers consider multiple intelligences theory important in their teaching. Teachers consider MI Theory important in their teaching, and each teacher gives different reasons. The teachers say Multiple Intelligences is not just about every human being who has IQ (intelligence quotient) but also about EQ (emotional quotient). Theory of MI It is very important in the process of learning English in the classroom because it can develop students' knowledge and willingness not only intelligence but also emotional intelligence must be balanced. And other teachers say that MI Theory is important because it helps them see the abilities of each student.

Teachers believe that MI Theory is important because it helps them see the uniqueness of each student and is useful in the language teaching process because students have different abilities, skills, and learning styles in terms of accepting the learning process and can provide opportunities to use activities in the classroom. So, almost 85% of teachers think that MI Theory is useful in language teaching because students have different abilities in the learning process. Likewise, 15% of teachers believe in the importance of the MI theory because it provides an opportunity to use various activities in the classroom in a more unique and interesting way.

Fifth and sixth question, to what extent do the teachers try to apply multiple intelligences theory in the classroom and how applicable do the teachers perceive multiple intelligences theory to be concerning classroom teaching techniques. Regarding teachers' perceptions about the application of MI Theory in their classrooms, 70% of teachers applied the Theory of MI in their class but not every time teachers felt they wanted a more interesting learning process using MI theory, because 30% of teachers told them that they followed the rules related in the curriculum, syllabus and achievement of the correct level of learning.

With regard to the application of the Theory of MI, the teachers provide various examples of the activities they use in their classrooms. Seventy percent of teachers use group work activities and partners for storytelling to overcome the type of interpersonal and verbal linguistic intelligence. Twenty-five percent of teachers ask students to sing and memorize vocabularies to fulfill rhythm activities. Ten percent of teachers use visuals, pictures, posters, picture cards, story scenes to attend visual / spatial intelligence. Twenty-five percent of teachers discuss body kinesthetic intelligence by asking students to come to the board and write something, twenty percent of them use activities where students can match words, or guess the meaning of words to fulfill logical-mathematical intelligence.

Seventh question, what are the effects of applying MI theory on your teaching and on your students' learning. In response to this question, the teachers reported the effect of applying the MI Theory to student learning and

their teaching. Sixty-five percent of teachers say that students become motivated and motivated to learn more. They feel comfortable being able to express themselves easily and enjoy the learning process. They also become happy when MI is applied in class because students can show their true abilities, they use various strategies while learning, they participate more, stay active and engage during the lesson. Students learn, understand and remember better, which makes the learning process more productive.

As for the effects of applying MI theory on teacher teaching, 70% of teachers say that they feel happy and satisfied, they can observe, know and achieve and overcome students' intelligence as a result of applying the theory of MI in the classroom. The theory of MI brings variation to the learning process so that there is positive feedback between teachers and students because they are involved in achieving the desired learning outcomes between the two so as to create a productive learning process.

And the last question about, what do the teachers think are the barriers or difficulties to practice theory of multiple intelligences in the classroom. The teacher responds to difficulties when applying various intelligences related to the curriculum, syllabus, time, abilities possessed by students and interests or motivations that students want according to what they need.

2. The results form Classroom observation

Here the researcher presents the results obtained when conducting classroom observations. There are 2 classes observed namely class XI IPA3 and class X IPS2, focusing on the learning process carried out by the teacher

while carrying out the teaching and learning process in the classroom. Activities carried out by the teacher in the learning process, tools or materials used during the learning process, and the type of intelligence that is applied when conducting the learning process in the classroom.

Every learning process is observed and all activities are recorded. Then, the learning process or activity is analyzed to find out the types of intelligence that have been applied in the teaching and learning process. After analyzing the learning process in the classroom using the instruments provided in the observation sheet (see appendix B), it can determine the frequency of nine intelligences that have been used in the learning process. The results obtained from classroom observations are summarized in the table below.

1.1 Table the Results of Classroom Observation in the Class XI IPA 3

| Kind of intelligences | Frequency | Percentage (%) |
|-----------------------------------|-----------|----------------|
| Verbal linguistic intelligence | 13 | 28 % |
| Logical-mathematical intelligence | 5 | 11% |
| Visual-spatial intelligence | 4 | 9 % |
| Rhythmic music | 4 | 9 % |
| Kinesthetic-body intelligence | 7 | 15% |
| Interpersonal intelligence | 8 | 17 % |
| Intrapersonal intelligence | 2 | 4% |

| | | |
|--------------------------|----|------|
| Naturalist intelligence | 3 | 7 % |
| Existential intelligence | - | - |
| Total | 46 | 100% |

The results of classroom observation in table 1.1, the teacher applied all intelligence by using techniques or methods that can attract the attention of students. As shown in the table above, linguistic intelligence is most often used in the learning process at the level of 28%. Then at the second level is the use of Interpersonal intelligence with a frequency of 17%. And follow by the application of 15% body-kinesthetic intelligence and logical-mathematical intelligence with 11%. Out of nine intelligences, four intelligences have frequencies above 10% which indicate the type of intelligence that is often applied in the classroom when the learning process takes place.

While other intelligences are used only a few times such as Visual-spatial intelligence and Rhythmic music has the same frequency of 9%. And teaching and learning activities using Naturalist Intelligence have a frequency of 7% and 4% of them focused on Intrapersonal intelligence. Finally Existential intelligence is not applied in the learning process in the class when research is observed in the ongoing class.

And then, the results of the second observation, in different classes with different teachers in the application or use of the theory of multiple

intelligences in the teaching and learning process in the class can be seen in the table below.

1.2 Table the Results of Classroom Observation in the Class X IPS 2

| Kind of intelligences | Frequency | Percentage (%) |
|-----------------------------------|-----------|----------------|
| Verbal linguistic intelligence | 16 | 26% |
| Logical-mathematical intelligence | 7 | 11% |
| Visual-spatial intelligence | 5 | 8% |
| Rhythmic music | 4 | 7% |
| Kinesthetic-body intelligence | 9 | 15% |
| Interpersonal intelligence | 9 | 15% |
| Intrapersonal intelligence | 4 | 7% |
| Naturalist intelligence | 6 | 10% |
| Existential intelligence | 1 | 1% |
| Total | 61 | 100% |

The results of table 1.2 in the classroom observation, the results of observations in this class teacher apply all types of intelligence in the learning process by using teaching tools and materials more than the previous class. As well as, the application of verbal linguistic intelligence with the highest percentage of 26%. And the use of Kinesthetic-body intelligence and Interpersonal intelligence has the same percentage of 15%.

These three intelligences have a percentage above 15% including the most widely applied in different ways.

Furthermore, Logical-mathematical intelligence 11% and Naturalist intelligence 10% only have a difference of 1%. Rhythmic music and Intrapersonal intelligence have the same percentage in the process of applying in the 7% class. Whereas Visual-spatial intelligence has a percentage of application of 8% and Existential intelligence is only 1%.

From the results of observations between class XI IPA 3 and class X IPS 2, it can be concluded that both have mutually dominant intelligence or are often applied in the teaching and learning process. The percentage results between tables 1.1 and 1.2 can be seen in table 1.3 below.

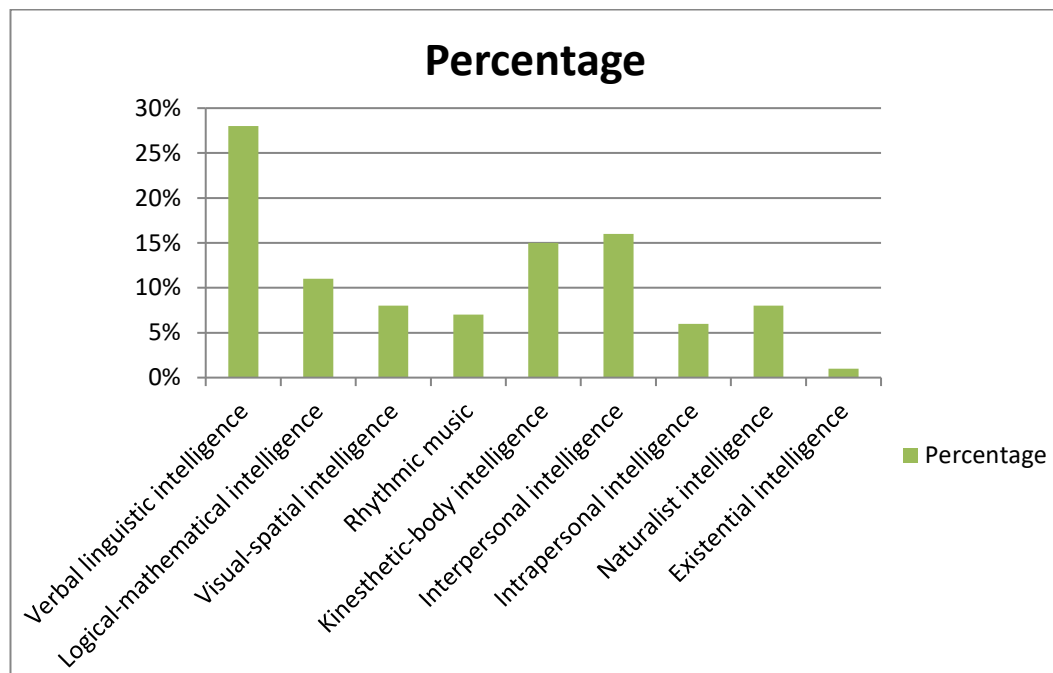
**1.3 Table the Results of Classroom Observation between Classes XI
IPA 3 and X IPS 2**

| Kind of intelligences | Frequency | Percentage (%) |
|-----------------------------------|-----------|----------------|
| Verbal linguistic intelligence | 29 | 28% |
| Logical-mathematical intelligence | 12 | 11% |
| Visual-spatial intelligence | 9 | 8% |
| Rhythmic music | 8 | 7% |
| Kinesthetic-body intelligence | 16 | 15% |
| Interpersonal intelligence | 17 | 16% |
| Intrapersonal intelligence | 6 | 6% |
| Naturalist intelligence | 9 | 8% |

| | | |
|--------------------------|-----|------|
| Existential intelligence | 1 | 1% |
| Total | 107 | 100% |

Based on the table 1.3 we can see that there are 107 applications of the process of learning English using the theory of multiple intelligences in the classroom. And from the data above students most often play an active role in the learning process using the application of multiple verbal intelligence theories of linguistic intelligence with a frequency of 29 ways and a percentage of 28%. The lowest existential intelligence is used in only one way, namely a question about why we should learn English with a percentage of 1%. It can be concluded that the teachers at SMAN 2 Manna South Bengkulu apply all types of multiple intelligences theories in the teaching and learning process in the classroom.

To find out more clearly about the results of observations on the application of multiple intelligences in the teaching and learning process at SMAN 2 Manna South Bengkulu researchers presented data from the table by making a bar chart 1.4 below.



G. Discussion of Results

In this section, the results obtained after conducting research will be explained based on the research questions. The first research question about, what are the attributes and knowledge of English Foreign language teachers in SMAN 2 Manna South Bengkulu inclining to use multiple intelligences in teaching English. The results obtained through interviews with two teachers revealed that MI theory was considered important and very good applied in their teaching. for various reasons, such as being able to carry out a variety of learning processes and can overcome differences in learning styles for each student.

The teachers never took the MI Test but they knew their abilities. When asked about the influence of their MI on their teaching, the teacher stated that they taught according to their students' abilities and interests. But sometimes teachers also apply that they shape the way they teach themselves. For

example, a teacher said: "they teaches vocabulary by telling students to memorize 5 words of vocabulary and mention them before being taught before doing the teaching and learning process in the class". The teacher gets a positive response when using MI Theory in the teaching process in the classroom so as to create a productive learning process for teachers and students because they can understand each other what students need in the learning process. The interview results show that 90% of teachers think that students are aware of their abilities or intelligence.

And the last research question about, what actual multiple intelligences practices do English foreign language teachers of SMAN 2 manna south Bengkulu implement in their classroom. Most of the 100% teachers told us that they applied the theory of MI at the classroom using Verbal linguistic intelligence: storytelling, debate and discussion, Teacher-centered explanation, language function explanation, Reading selection, reading comprehension, reading aloud, Grammar exercises, Memory games, word building games, Vocabulary activities, note taking, memorizing, authentic reading, Summarizing. Second, Logical-mathematical intelligence: Grammar rules study, logic puzzle, grammar discussion, word order activities, Classification and categorization, grammar practice and test, critical thinking activities, problem solving activities. Third, Visual-spatial intelligence: Videos, photo, color cues, Flashcards and using markers in different colors. Fourth, Rhythmic music: Singing, playing music, intonation practice, and learning about music. Fifth, Kinesthetic-body intelligence: Hand on activities, pantomime, relaxation

exercises, movement game, role plays and drama, Classroom Theater, total physical response activities, and body language. Sixth, Interpersonal intelligence: pair work, project work, group problem solving, team competitions, communicative tasks, role plays using dialog, peer teaching, debate and discussion, the last simulation. Seventh, Intrapersonal intelligence: Working individually, self evaluation, time for reflection, and learner diaries. Eighth, Naturalist intelligence: Exploring outdoors, environmental projects, natural objects collection, learning about nature, pictures and posters of nature, and experiments. And finally Existential Intelligence, here teachers rarely apply this intelligence because it expresses a great sense of curiosity such as the question "why we learning English" from the students think.

Overall, the teachers revealed that MI Theory has a positive influence on the learning process and can motivate the learning process undertaken by students. The teachers get positive results and assume that students understand and remember that every discussion process learns English better when MI theory is applied in the classroom. The teacher also said that the learning process based on the application of MI theory made students active and involved in classroom activities by bringing various variations in the teaching process in the classroom. Therefore, teachers feel happy and satisfied because they receive positive feedback and see positive results from students.

From the results of answers to questions about the results obtained during the research process about the knowledge and application of multiple intelligences during the teaching and learning process by the teacher. It can be

concluded that here the teacher knows about the theory of multiple intelligences and only some of them understand the theory of multiple intelligence in depth. The application of the theory of multiple intelligences has been applied or has been applied in the teaching and learning process in the classroom, so there is a more active teaching and learning process not only for teachers but also for students.

Based on the result obtained during conducting research to obtain valid data, this study has differences from the results of previous studies. Previous research found a relationship between MI profiles and language learning strategies using questionnaire inventory research methods for language learning strategies in high schools so that the results obtained were encouraged between meta-cognitive strategies followed by social strategies in the learning process. Then other research on investigating the influence of teaching based on the theory of Multiple Intelligence in attitudes and learning in General English courses. The results also showed that students' attitudes towards learning English in the experimental group increased significantly. At the end of the study, it was revealed that students who were educated or used various intelligence applications supported by project-based learning methods were more successful and had higher levels of educational motivation than students who were educated with traditional teaching methods.

While this study relates to cognition of English teachers in various intelligences using qualitative descriptive methods with instruments to collect teacher interview data and make observations in class when the teaching and

learning process takes place. During this study to find out the teacher's knowledge of multiple intelligences and how the teacher applied this theory in the classroom, positive results were obtained. Because here the teachers know about various intelligences and apply them in the teaching and learning process in the classroom. The application of multiple intelligences when the teaching and learning process considered to be very helpful for teachers in knowing the abilities, willingness, and uniqueness of students so that the learning process is active. The results of this study are that teachers and students are more dominant using linguistic intelligence, verbal intelligence, body-kinesthetic intelligence and interpersonal intelligence.

H. Implications for English Language Teaching

To help students develop and improve their English language skills and abilities, it can be suggested that EFL teachers from the data obtained in this study can expand their knowledge of various types of student intelligence related to teaching and learning activities in the classroom. The MI theory has important implications for teaching English. The application of the MI theory in english language teaching can be considered valuable for teachers and students as well as for curriculum design, learning strategies, materials and textbooks used in language teaching and learning. One of the first attempts to consider the application of the MI Theory in teaching and learning foreign languages belongs to Christison (1996). In his paper, he stressed the importance of applying the Theory of MI in the ELT class to create individual learning arrangements and help students with various abilities to develop their

various intelligences and MI theory gives EFL teachers the opportunity to see their teaching practices from the perspective of individual differences.

Considering the MI theory in forming material for students can improve the learning and teaching process, motivate students and increase interest in the learning process. In addition, the teacher can make several adaptations in terms of compiling learning material so that they can overcome the differences in the learning styles that each student has in a balanced manner. In addition, MI Theory can be taught in classrooms to increase students' awareness of their abilities.

CHAPTER V

CONCLUSION

C. Conclusion

Throughout this chapter, the results of this study have been presented. More specifically about the teacher cognition in multiple intelligences theory and its application in the classroom have been explained. In addition, the use of intelligence used in the learning process observed in two different classes has been given. As well as teacher perceptions about the application of MI Theory in their classrooms and their evaluation of student learning processes has been reported. Therefore the application of multiple intelligences in the process of learning English is needed by teachers and students. Because by applying various intelligences we can know what we really need and can express what is in our minds. That way we will realize the abilities that we really have and can develop them in our daily activities.

In conclusion, the application of the theory of multiple intelligence in the teaching and learning process in the classroom has a 100% balance between teacher knowledge and understanding and willingness of students. Teachers think that MI theory is important and that it affects their teaching and their students' learning positively. However, classroom observations show that nine intelligences are not met in a balanced manner. MI brings a positive attitude towards students becoming more interested in learning, motivated and brings variety in the activities of the teaching process. So that the teacher knows the willingness, uniqueness and abilities possessed by the students and can

improve the learning process based on multiple intelligences needed in each learning (for example: discussion, singing, playing drama, guessing pictures, flashcards, writing on the board, playing games, etc). More practical strategies are identified and explained in the findings when experienced teachers share their knowledge and expertise in teaching and learning with unique students. More specifically, the curriculum, classrooms, teachers and students are all influenced by MI and benefit in various ways.

D. Suggestions

The focus of this study was on secondary school students, classroom observations were carried out in two different classes and teacher interviews were conducted with two senior teachers who had quality learning experiences and knew the theory of multiple intelligences from Howard Gardner. Although the results cannot be generalized, it is expected that some theoretical implications can be obtained from the results of this study. It can be suggested that further research broadens the scope of investigations by including various levels of proficiency, interviewing more teachers and observing more classes.

Furthermore, future studies can focus on material adaptation and design in terms of MI Theory. So that, this study can be used to evaluate the learning process of teachers and students in the classroom by using various types of intelligence that can develop students' abilities and know the uniqueness of each student in learning styles or the learning process in the classroom. MI functions as a support system where teachers share ideas about new ways of doing things, and provide descriptive and constructive feedback with each

other. In addition, communicating with students, parents, and teaching staff every day will also help the successful implementation of MI. It is important to keep abreast of students' academic needs and developmental needs. This can be achieved through informal or formal conversations with students. Like teaching strategies or educational models, one must learn about techniques and then experience them directly. Effective use of MI cannot be achieved in one week. This requires trial and error, student involvement, strong reflective practice, and the ability to hesitate and want to experiment with new techniques.

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