

**THE ANALYSIS OF MULTIPLE INTELLIGENCE APPROACH USED
BY ENGLISH YOUNG LEARNER TEACHER OF SD IT IQRA' 2
BENGKULU IN ACDEMIC YEAR 209/2020**

THESIS

Submitted as A Partial Requirements for the Degree of S.Pd (*Sarjana Pendidikan*)
in Study Program of English Education



By

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RATIFICATION

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The researcher realizes that 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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DEDICATION

Bismillahirrahmaanirrahim.

In the name of Allah, the most gracious and merciful. All praise and gratitude to him who has given strength and patience to finish this thesis. Shalawat and Salam to our prophet Muhammad SAW, his family and friends.

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ABSTRACT

Bella Oktari.(2019). *The Analysis of Multiple Inteligence Approach Used by English for Young Learner Teacher of SD IT IQRA' 2 Bengkulu i Academic Year 2019/2020*. Undergraduate Thesis.English Education Program, Tarbiyah and Tadris Faculty, State Institute of Islamic Studies (IAIN) Bengkulu.

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The aims of this study is to describe the preparation approach to students in implementing multiple intelligence-based learning to the fifth grade students at SD IT IQRA 2 Bengkulu. This research was conducted at SD IT IQRA 2 Bengkulu, which holds accreditation A and also applied Islamic and modern learning patterns using the best learning approaches as well as the best methods that have been used in excellent schools in various regions. Active Learning-based learning and multiple intelligence systems make the students as subjects and agents of innovative and creative learning. This research is a qualitative descriptive study. The subject of this study was the fifth grade teacher. Data collection techniques in this study were observation, interviews and documentation. Data analysis techniques in this study used data reduction, data display and conclusion drawing.

The results showed that the preparation of learning done by teachers by preparing learning plans. In learning activities, students were facilitated to learn through the nine types of intelligence, they are: linguistic verbal, logical-mathematical, visual-spatial, kinesthetic, musical, interpersonal, intrapersonal, naturalist and existentialist intelligence. Although the nine types of intelligence are not done at one time but the teacher still did the best to continue to apply the multiple intelligence approach to students. When researchers conduct research there weretwo types of intelligence excluded from the classroom learning.

Key Words : Multiple Inteligence, EYL Teacher

ABSTRAK

Bella Oktari.(2019). *The Analysis of Multiple Intelligence Approach Used by English Young Learner Teacher of SD IT IQRA' 2 Bengkulu i Academic Year 2019/2020*. Skripsi. Program Studi Bahasa Inggris, Fakultas Tarbiyah and Tadris, Institue Agama Islam Negeri Bengkulu.

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Pembimbing II : Feny

Penelitian ini bertujuan untuk mendeskripsikan persiapan, pendekatan kepada murid dalam menerapkan pembelajaran berbasis multiple intelligence pada siswa kelas V di SD IT IQRA' 2 Bengkulu. Penelitian ini dilakukan di SD IT IQRA' 2 Bengkulu yang telah memiliki akreditasi A dan serta menerapkan pola pembelajaran yang islami dan modern dengan menggunakan pendekatan pembelajaran terbaik sebagaimana metode-metode terbaik yang telah digunakan di sekolah-sekolah unggul di berbagai daerah. Pembelajaran berbasis Active Learning dan multiple intelligence system menempatkan peserta didik sebagai subyek dan pelaku pembelajaran yang inovatif dan kreatif.. Penelitian ini merupakan penelitian deskriptif kualitatif. Subyek penelitian ini adalah guru kelas V. Teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara dan dokumentasi. Teknik analisis data dalam penelitian ini menggunakan langkah-langkah reduksi data, display data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa persiapan pembelajaran dengan menyusun rencana pembelajaran. Dalam kegiatan pembelajaran siswa difasilitasi untuk belajar melalui kesembilan jenis kecerdasan, yaitu: linguistikverbal, matematis-logis, visual-spasial, kinestetik, musikal, interpersonal, intrapersonal, naturalis dan eksistensialis. Meskipun kesembilan jenis kecerdasan tersebut tidak dilakukan dalam satu waktu tapi guru tetap melakukan yang terbaik untuk tetap menerapkan pendekatan multiple intelligence kepada siswa. Ketika peneliti melakukan penelitian terdapat 2 kecerdasan yang tidak timbul.

Key Words : Multiple Intelligence, EYL Teacher

CHAPTER 1

INTRODUCTION

A. Background of the Study

Indonesia has included English as a local content subject in the early level of education or EYL (English for Young Learners) since 1994 in response to the great demand of English instruction in elementary school. This is done because with more exposure to English since the learners are very young, it is believed that they will be ready to digest more complicated English lessons later on when they are in higher level of school. However, even after it has been taking years of implementation, the expected outcomes are not satisfactory enough. This undesirable result is accounted for lack of sufficient professionalism in the field that cannot be addressed only to teachers but also other aspects that are interrelated.¹The classical system is incompatible with the concept of individual differences, because of the classical system view all students with each other in class are the same (homogeneous).²The success of teaching and learning process depends on the implementation of appropriate strategy that employed by teacher³.To solve this problem, there are many ways that academicians and policy makers can do to fix the

¹Suharno. Teachers' Understanding of EYL Principles and Their Ability to Apply the Principles in teaching Practices. *International Journal for Innovation Education and Research*. 5. 2017. p.30

²Thomas R. Hoer, *Buku Kerja Multiple Intelligences* (2007), P. 21.

³Chatib. M. *Gurunya Manusia*. Mizan Media Utama (MMU). (2011b). P 127

whole issues, one of which is by applying various approaches, such as Multiple Intelligence that has been evidently effective to classroom use.

Intelligence is often interpreted as the ability to understand something and the ability to think, the smarter a person is, the faster he understands the problem and the faster he takes steps to solve the problem.⁴ Intelligence is the ability to create an effective product or a set of skills a person employs to solve problems. There are nine types of intelligences which are named in a concept called Multiple Intelligence: linguistic intelligence, logical mathematical intelligence, bodily kinesthetic, musical, interpersonal, spatial, naturalist intelligence and existential intelligence.⁵ The emergence of Howard Gardner's multiple intelligences Theory (MIT) in education triggered a great deal of research that highlights the importance of incorporating multiple intelligences in instructional design to accommodate individual differences for producing a better learning result.⁶

The reason why Multiple Intelligence is highly recommendable to put into classroom use is because it tries to accommodate the need of the students in learning English based on their types of intelligences, and in the early age children are more flexible in terms of adaptation to the various teaching approach compared to grown adult, so the teacher is not only teaching materials but also facilitate, observe, and design lessons for

⁴Mustaqim.(2004). *Psikologi Pendidikan*. Semarang: Walisongo

⁵ Gardner. 1999. The Science of Multiple Intelligences Theory: A Response to Lynn Waterhouse. *Educational Psychologist*, 41 (4), 227-232.

⁶ Ellison. 1992. Using Multiple Intelligence to Set Goals. *Educational Leadership*.50(2). 69-72.

students. Moreover, Multiple Intelligence has the same line with Intelligence Quotient, Emotional Quotient, and SQ, so this approach is more fascinating and drives the students to be more active learners.⁷

In Bengkulu, teaching English to young learners has been growing steadily in recent years, and the majority of parents believe that English is better to be introduced to their children starting from the very early stage of life. There are many public and private schools that actively support the students to get accustomed to English. The example of English curriculum implementation in privately administered school is SD IT IQRA' Bengkulu. Therefore, it is a tremendously important for researcher to investigate the model of teaching applied at the school and to be more specifically, to find out whether or not the teacher has applied Multiple Intelligence and what areas of eight parts of MI are mostly occurring.

After the writer carried out a pre-research through interview and classroom observation on August 14, 2019, there were some problems identified relating to the way of how teacher delivers English material. The problems were as followings: (1) There are still many of educators who measure the ability of the students only from the test scores they get from the tests, (2) The teacher was still reluctant to apply Multiple Intelligence approach, (3) The teacher did not have adequate experience and skill in applying Multiple Intelligence approach well, (4) There was a

⁷NadiahMa'mun. The Use of Multiple Intelligence Approach in the Teaching of EYL.TEFLIN 2.From Policy to Classroom.p.132.

discrimination among the students who are academically great and those who are average.

In order to get more information more specifically and in detailed way about what types of Multiple Intelligences are used by the teacher, the writer proposes to do a study entitled **“The Analysis of Multiple Intelligence Approach Used by EYL Teacher”**(A Descriptive Qualitative Study at SD IT IQRA’ Bengkulu).

B. Identification of problems

From the background above, the researcher identified the problem is as follows:

1. There are not a few numbers of educators in this country who still see that students' intelligence is seen when they succeed working on test questions given by the teacher.
2. The English teacher uncomfortable to applied MI.
3. The English teacher does not comprehend how to applied MI well.
4. The teacher give different treatment between students who have low IQ and high IQ. In other word she added special treatments for introvert students or low IQ students

C. Limitation Problems

Based on Garner’s theory there are nine types of multiple intelligence such as, linguistic, mathematic, musical, spacial, bodily-kinaesthetic, interpersonal, intrapersonal, naturalist and existential. But in this research, the researcher only discusses several points, particularly, the

subject to be observed are focused on Multiple Intelligence and types of Multiple Intelligence in teaching and learning process from opening until closing classroom activities in English class conducted at the school SD IT IQRA' 2 Bengkulu in academic year 2019/2020.

D. The formulation of the Problems

1. What types of multiple intelligences are used by the English teacher at SD IT IQRA' Bengkulu ?
2. How the teachers implement the multiple intelligences during her/his classroom teaching ?

E. Objective of the study

By the formulation of the problem above, the purpose of this study is as follows :

1. Describe the types of multiple intelligence on fifth-grade students at SD IT IQRA' Bengkulu.
2. To investigate the implementation of multiple intelligences in fifth-grade students at SD IT IQRA' Bengkulu.

F. Significances of the problems

By the objectives of the research above, this study is useful :

1. Theoretically, This research is expected to increase deep knowledge of the special education field associated with multiple intelligence-based learning in elementary schools.
2. Practically, this study can provide consideration for:

- a. English teachers in terms of employing language through designed multiple intelligence-based instructions in the classroom activities.
- b. Learners about how to increase their multiple intelligences through instructions from the teacher during the teaching-learning process to enhance their language skills, particularly in speaking performance.

G. Definition of key terms

The following definitions are included to clarify the terminology used in the present study :

1. Multiple Intelligence is a combination of intelligence that is somewhat influenced by the cultures in which personal raised. Intelligence serves as tools for learning, problem-solving, and creating. The eight bits of intelligence are: linguistic, logical-mathematical, visual/spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic.
2. Piaget in Juhana explains four states of development that all children will go through sensory-motor stage (from birth to two years of age), pre-operational stage, (from two to seven years of age), concrete operational stage (from seven to eleven years of age), and formal operational stage (from eleven years onwards)⁸

⁸Juhana. Teaching English to Young Learners: Some Points to be Considered. *Asian Journal of Education and e-Learning*. Universitas Terbuka Pondok Cabe, (Tangerang Selatan, Indonesia), 43-46. (2014). P. 43

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Review

1. Multiple Intelligences Theory

Multiple intelligences is a theory that was discovered by Dr. Howard Gardner in 1982. Before the theory of multiple intelligences intelligence emerged, a person's intelligence was determined more by his ability to complete an IQ test, then the test was changed to a standard intelligence.

Intelligently labeled "multiple" in the broad meaning of intelligence. The use of the word "multiple" is intended because there will be a possibility that the realm of intelligence discovered will continue to develop, starting from the 6 intelligence when it first appeared until now to 9 intelligence. This method believes that everyone has certain types of intelligence⁹.

This intelligence tendency must be discovered through intelligence search. In theory, multiple intelligences suggest that someone promotes abilities or strengths and measures weaknesses. The process of finding this is the source of one's intelligence. In finding intelligence, a child must be assisted by the environment,

⁹Howard, Gardner. (2003). *Multiple Intelligences: frames of mind*

parents, teachers, schools, and education systems implemented in the country¹⁰.

Intelligence is the capacity to acquire and apply knowledge, the faculty of thought and reason.¹¹ Multiple Intelligences (MI) theory's definition of intelligence sets it apart from the conventional understanding of intelligence: "Intelligence is a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". MI theory's definition of intelligence locates intelligence in real-world problem solving and product making and accounts for the cultural dimension of what counts as intelligence. In contrast to the "implied" view of the intelligence of IQ tests, MI theory is based on an understanding of how people's intelligence operates.¹²

Multiple Intelligence is a combination of intelligence that is somewhat influenced by the cultures in which personal raised. Intelligence serves as tools for learning, problem-solving, and creating. The eight bits of intelligence are: linguistic, logical-mathematical, visual/spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic.

Multiple Intelligence theory is originally proposed by Howard Gardner as a contribution to cognitive science. Fairly early

¹⁰Chatib. M. *Sekolahnya Manusia*. Bandung: Kaifa. (2013). P. 74.

¹¹Jack C. Richards and Theodore S., *Approaches And Methods In Language Teaching*, (USA: Cambridge University Press, 2001), p.116

¹²Baum et al, *Multiple Intelligences*.....,p.22

on, it was interpreted by some general educators, such as ThomasArmstrong, as a framework for rethinking school education.¹³ Multiple intelligence models can be a powerful tool forreaching students, but using it effectively requires teachers todevote the time and energy to understand MI theory and thendecide how it can be used in curriculum development, instruction, and assessment.¹⁴

There are many kinds of intelligence here. Gardner defines seven temporary collective bits of intelligence. In the development of further research, then he adds intelligence again so that there are eight types of intelligence. Firstly that is Linguistic Intelligence as the capacity to use language is to convey thoughts and understand the words of others, either orally or writing. Secondly, that is Logical-Mathematical Intelligence as the capacity to use numbers, logical thinking to analyze problems, and perform mathematical calculations. Thirdly that is Visual-spatial Intelligence as the capacity to recognize and perform the depiction of objects or patterns received by the brain. Fourthly that is Bodily-kinesthetic Intelligence as the capacity to coordinate the movement of the whole body. Fifthly that is Musical Intelligence as the capacity to recognize the sound and composition of rhythm and tone. Sixthly that is Interpersonal Intelligence as the capacity to understand the

¹³Theodore S., *Approaches And methods*, p.116

¹⁴Thomas R. Hoerr, *Becoming A Multiple Intelligences School*, (USA: Association for Supervision and Curriculum Development, 2000), P.5

intentions, motivations, and desires of others. Seventhly that is Intrapersonal Intelligence as the capacity to understand and assess the motivation and sense of self. And eighthly that is Naturalistic Intelligence as the capacity to understand and assess the motivation and sense of self.¹⁵

Multiple Intelligences has been influential in language teaching circles. Teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are often not taken into account in classroom situations.¹⁶ It has meant that multiple Intelligences help us tap into a range of student potentials and diversities in the learning-teaching process easily.¹⁷ Gardner's theory proved flexible enough to respond to different intentions because multiple intelligences is a construct about human intelligence, it does not mandate any prescriptive educational approach.¹⁸

Based on some definitions and explanations above, we can conclude that intelligence is the ability to know, learn, analyze a situation and using reason to take a road to the state that it faces. The teacher must realize students' intelligence for making the

¹⁵J.J. Reza Prasetyo and Yeni Andriani, *Multiply Your Multiple Intelligences*, (Yogyakarta: C.V. Andi Offset, 2009), p.2-3

¹⁶Freeman, *Techniques And principles*....., p.169

¹⁷Thomas R. Hoerr et al, *Celebrating Every Learner: Activities and Strategies for Creating a Multiple Intelligences Classroom*, (USA: Jossey Bass,2010), p.260

¹⁸Linda Campbell and Bruce Campbell, *Multiple Intelligences And Student Achievement: Success Stories From Six Schools*, (USA: Association for Supervision and Curriculum Development, 1999), p.91

teaching-learning process better so that many problems of education can be solved. From the explanations above there are several things that need to be attentive and we must know that every person has all the intelligence, many people can develop each of intelligence to an optimal level, intelligence usually works together uniquely, and there are many ways to be smart.

a. The Concept of Multiple Intelligences Theory

For decades, theories and tests of intelligence have been based on the products of reasoning and problem solving task. The processing of the reasoning task and the way cognitive factors interact with skills has not received as much attention. Howard Gardner first introduced his Multiple Intelligences theory in 1983 through his book *Frames of Mind*. As stated by Armstrong, Gardner believed that human cognitive competence is called intelligences rather than talents or aptitudes. According to Gardner intelligence is a bio psychological information processing capacity to solve problems or fashion products that are valued in at least one community and culture. In other words, intelligence is a computational capacity-a capacity to process a certain kind of information- that originates in human biology and human psychology.

Intelligence is a mixture of several abilities, the types of intelligence that a person possesses. Gardner provided a mean of

mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories or "intelligence" such as linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalist and he added existential intelligence as the ninth intelligence¹⁹, these are the explanation of intelligences by Gardner.

1. Linguistic Intelligence

The linguistic intelligence to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, and the pragmatic dimensions or practical uses language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information, explanation (using language to inform), metalanguage (using language to talk about itself).

Multiple Intelligence approach tries to accommodate the need of the students in learning English based on their intelligences. In this case, the teacher is not only as a merely language teacher but also they have to be facilitators, observers, and lesson designers. MI approach challenges the teachers not

¹⁹Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, Virginia USA: ASCD

only in lesson plan and class activity but also in seeking for teaching materials. They must concentrate on providing all kind of resources which give students on experimental learning relevant to their intelligence's need. In addition, teacher must concentrate on making such resources or material clearly available by thinking through and simplifying practical steps in order to use the material. Example of materials helpful to particular intelligences can be shown in table.

2. Logical-Mathematical Intelligence

Logical-Mathematical intelligence is the capacity to use numbers effectively and to reason well. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing.²⁰

3. Spatial Intelligence

The spatial intelligence is the ability to perceive the visual spatial world accurately and to perform transformations upon those perceptions. This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent a visual or spatial matrix.

²⁰ Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, Virginia USA: ASCD

4. Bodily-Kinaesthetic Intelligence

The bodily-kinaesthetic intelligence is expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform a thing. This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities.

5. Musical Intelligence

Musical intelligence is the capacity to perceive, discriminate, transform, and express musical form. This intelligence sensitivity to the rhythm, pitch or melody, and timbre or tone color of the musical piece.

6. Interpersonal Intelligence

The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expression, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way. Interpersonal activities include cooperative learning, peer tutoring, community involvement, social gatherings, simulations.

7. Intrapersonal Intelligence

Intrapersonal intelligence is self-knowledge and the ability to act adaptively based on that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intention, motivation, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.

8. Naturalist Intelligence

A naturalist demonstrates expertise in the recognition and classification of the numerous species (the flora and fauna) of an individual environment. This also includes sensitivity to other natural phenomena and, in case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers.

9. Existential Intelligence

Gardner points out that his model is a tentative formulation; after further research and investigation, some of the intelligence on his list may not meet certain of the eight criteria described above and therefore may no longer qualify as intelligence. Thus, Gardner's consideration of a ninth intelligence – the existential-is also based upon its meeting most of the criteria.²¹

²¹ Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, Virginia USA: ASCD

Based on the meaning of that intelligence, in this research researcher briefly considered how the verbal-linguistic intelligence involved in foreign/second language learning process was supported by the other intelligence frameworks²². These are the explanation of intelligence frameworks:

a. The Musical-Rhythmic Frame

The musical-rhythmic intelligence has to do with the ability to perceive and appreciate rhythm, pitch and melody. The use of music in the language classroom is not new. In suggestopedia, for example, the teacher turns her voice to the classical music during the session. This includes such skills as the ability to recognize the simple songs and varied speed, tempo, and rhythm in simple melodies. Teacher can help students developed musical intelligence by using tape recorders for listening, singing along, and learning new songs.

b. The Visual–Spatial Frame

Visual-spatial intelligence is the ability to perceive all the elements (form, shape, line, space, and colour) necessary to create a mental image of something. Many students understood that visual teaching aids such as charts, pictures, drawing, slides, posters, and video was

²²Arnold, Jane, and Fonseca, Carmen. (2004). *Multiple intelligence theory and foreign language learning: a brain – based perspective* [Kindle Version]. Retrieved From <http://www.um.es/engphil/ijes>

helped on learning English. The use of video was improved comprehension skill, it means by using video student might understood the lesson and imagined the situation more enjoyable, so, they were might concentrated more in it. The ability to sense form, space, colours, line, and shape. It includes ability to represent the visual or spatial ideas. Teacher was helped student to developed spatial/visual intelligence by providing many opportunities for visual mapping activities and encouraging students to varied arrangements of materials in space, such as by creating charts and bulletin boards.

c. **The Logical–Mathematical Frame**

Logical – mathematical intelligence is the ability to use numbers effectively and to understand the underlying principles of causal system. This includes such skills as understanding the basic properties of numbers and principles of cause and effect, as well as the ability to predict by using simple machines. Teacher might help students to developed logical-mathematical intelligence by providing manipulative for experimentation with numbers and by using simple machines or computer programs to help children think about cause and effect. In the second

language classroom problemsolving tasks was very useful because learner was focused on meaning.²³

d. The Bodily–Kinaesthetic Frame

This intelligence refers to the ability to use the body to express oneself, to handle physical object dexterously. The ability to use the body to express the ideas and feelings and to solve the problem. It was included physical skills such as coordination, flexibility, speed, and balance. Teacher might help students to developed their bodily-kinaesthetic intelligence by providing opportunities for physical challenges during the second/foreign language lesson. It was different type of playing drama, games and other activities that are related to the body intelligence. The gesture that we used in teaching is one kind of bodily-kinaesthetic intelligence.

e. The Interpersonal Frame

The ability to understand other people, to work cooperatively and to communicate effectively is part of the interpersonal intelligence and strongly connected to learning a second language. Working as group and being cooperative in learning are kinds of interpersonal frames. By using this kind of intelligence we improve listening and

²³ Arnold, Jane, and Fonseca, Carmen. (2004). *Multiple intelligence theory and foreign language learning: a brain – based perspective* [Kindle Version]. Retrieved From <http://www.um.es/engphil/ijes>

speaking task. This is the ability to understand another person's moods, feelings, motivations, and intentions.

f. The Intrapersonal Frame

The intrapersonal intelligence gives us the capacity to understand the internal aspects of the self and to practice self-discipline. It might be related to studies about meta-cognitive knowledge and language learning, where meta-cognitive refers to knowledge about oneself, about the language, about procedures or to be used for certain type of tasks. The ability to understand yourself—your strengths, weaknesses, moods, desires, and intentions. It includes skills such as understanding about similar or different from others, reminding yourself to do something, knowing about yourself as a language learner, and knowing how to handle your feelings, such as what to do and how to behave when you are angry or sad. Teacher might help EFL students to develop intrapersonal intelligence by letting them to express their own preferences and help them to understand their own styles of learning.

g. The Naturalist Frame

The ability to discriminate among numerous species of flora and fauna, enjoyment of the natural world and

ecological sensitivity are characteristics of the naturalist intelligence. The ability to recognize and classify plants, minerals, and animals, including rocks and grass, and all variety of flora and fauna. Teacher might help students to develop their naturalist intelligence by focusing their attention on the world outside the classroom. Beyond the description of the nine intelligences and their theoretical underpinnings, certain points of the multiple intelligences model are important to bear in mind. Armstrong (2009) mentions the four key points that educators should pay attention to²⁴:

1) Each person possesses all eight intelligences. Multiple intelligence theory is not a “type theory” for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capabilities in all eight intelligences. Of course, the eight intelligences function together in ways unique to each person.

2) Most people can develop each intelligence to an adequate level of competency. Although individuals may bewail their deficiencies in a given area and consider their problems innate and intractable, Gardner suggests that

²⁴ Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, Virginia USA: ASCD

virtually everyone has the capacity to develop all eight intelligences to a reasonable high level of performance if given the appropriate encouragement, enrichment, and instruction.

3) Intelligences usually work together in complex ways. Garner points out that each intelligence as described that is no intelligence exists by itself in life (except perhaps in very rare instances in savant and brain-injured individuals). Intelligences are always interacting with each other.

4) There are many ways to be intelligent within each category. There is no standard set of attributes that one must have to be considered intelligent in specific area.

Table 1.1

The appropriate teaching material and activity based on the kind of intelligence by Thomas Armstrong in Lei²⁵

No.	Intelligence	Interest	Teaching Material	Teaching Activity
1.	Linguistic	Reading, writing, telling story, playing word game	Books, news papers, tape recorder, journals, stories	Lectures, discussion, story telling, debate, reading, writing, reports presentation, journal writing, word game

²⁵Lei, Song, *Applying Multiple Intelligence Theory in Undergraduate EFL Classroom*, (China: Qingdao University, 1999), p.5.

2.	Mathematic	Questioning, puzzle, calculating	Computer	Matching, gap-filling, comparison and contrast, puzzle, ordering
3.	Musical	Singing, whistling, hamming, tapping feet and hand, listening	Song and music tapes, musical instrument	Background music, creating song to summarize concepts or ideas, make up story with song
4.	Bodily-kinaesthetic	Dancing, running, gesturing, touching, jumping	Sports and physical game material	Relaxing exercise, cooperative and competitive game
5.	Spatial	Designing, drawing, visualizing	Illustrated story, graph, charts, slides, movies, art	Advertisement designing, video show, illustrating concept and thing, cartoons
6.	Interpersonal	Leading, organizing, relating, and mediating	Materials for group game, questioners	Group and circle work, pair work, questioners, team problem solving
7.	Intrapersonal	Setting goals, mediating, dreaming, planning, and reflecting	Self-paced project, reflective materials	Project work, individual instruction, independent study, personal goal setting

8.	Naturalist	Gardening, caring for earth, playing with pets, raising animals	Access to nature, opportunities for interacting with animals, pictures and video show about the nature	Outdoor learning observation, classifying, classifying and categorizing activities, background music of sound of nature
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2. Multiple Intelligences Theory and Assessment

Multiple Intelligences Theory proposes a fundamental restructuring of the way in which educators assess their students' learning progress. Authentic assessment covers a wide range of instruments, measures, and methods. The most important prerequisite to authentic assessment is observation (Armstrong, 2009). The component in implementing authentic assessment is the documentation of students' product and problem solving. Based on Armstrong (2009), observers can document students' performance in many ways, including the following:

- a. Anecdotal records
- b. Work sample
- c. Audio files
- d. Video
- e. Photography

3. The Effectiveness of using Multiple Intelligences and Successful Teaching

There is much evidence confirming that schools and institutions where multiple intelligences theory applied were effectively and with the understanding of the theory, teachers were better understood about learner differences. Teacher was allowed learner to discover their strengths, learnt in many ways, and helped students to be in control of their learning. In addition, it was known that schools have emphasized reading and writing in language teaching. The multiple intelligences theory opens the door to a variety of teaching strategies which can be easily applied in the language classroom.²⁶

4. The Steps of Creating Multiple Intelligences into Lesson Plans

Armstrong (2009), a key interpreter of multiple intelligence theory, suggested that the following series of steps to consider when planning lessons was incorporated of several intelligences in classroom activity, those were:

1. Focus on a specific objective or topic

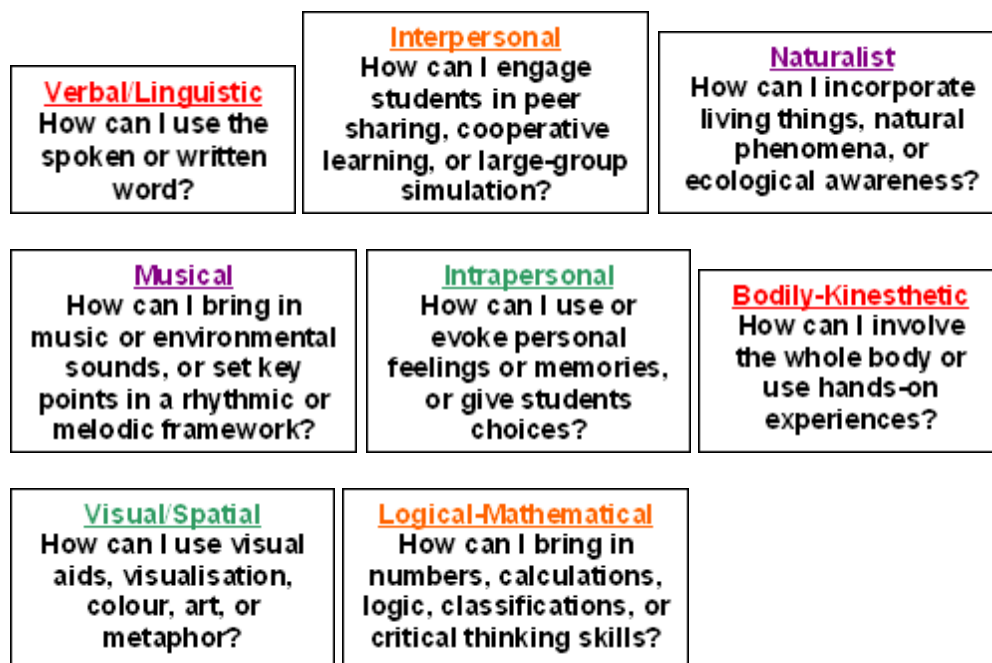
You might want to develop curricula on a large scale (e.g. for a year-long theme) or create a program for reaching a specific instructional objective. However, make sure you have clearly and concisely stated the objective.

²⁶Gasm, Ahmed., and Ahmed, A. (2012). *The relationship between multiple intelligences theory and methods of ELT*. Khartoum-Sudan: U of K Annual Conference of Postgraduate Studies and Scientific Research- Humanities and Educational Studies.

2. Ask key multiple intelligences questions

The following figure show the kinds of questions to ask when developing a curriculum for a specific objective or topic. These questions can help prime the creative pump for the next steps:

Figure 1.1
The Kinds of Questions to Ask When Developing a Curriculum For a Specific Objective or Topic



3. Consider the possibilities

Look over the questions in figure 1, the list of multiple intelligence techniques and materials and descriptions of specific strategies.

4. Brainstorm

Begin listing as many teaching approaches as possible for each intelligence is specific about the topic you want to address.

5. Select appropriate activities

From the ideas on your completed planning sheet, circle the approaches that seem most workable in your educational setting.

6. Set up a sequential plan

Using approaches you've selected, design a lesson plan or unit around the specific topic or objective chosen.

7. Implement the plan

Gather the materials needed, select an appropriate time frame, and then carry out the lesson plan. Modify the lesson as needed to incorporate changes that occur during implementation (based on feedback from students). Reinforced by the expert explanation, researcher designed multiple intelligences-based instructions for academic and occupational purposes that adapted by Armstrong (2009) through five intelligences frame work (linguistic frame, visual-spatial frame, bodily-kinaesthetic frame, interpersonal frame and intrapersonal frame) from nine intelligences (except: logical-mathematic frame, naturalist frame, musical rhythmic frame and existential frame) in teaching speaking, considered by the students' need.

B. English Language Teaching for Young Learners

Knowing and understanding young learners' characteristics are necessary for young learners' teachers. It will influence many aspects in teaching English for young learners in order to have effective teaching such as teaching style, methods, learning materials, lesson plan, and the

way of getting along with them. Children's' characteristics can be distinguished from both biological and social point of view. In general, biological is to do with children's inborn characteristics that will grow and develop, while in social point of view sees children the ones who need any help from knowledgeable people to expand their knowledge. Regarding biological, Piaget (in Pinter, 2006) explains four states of development that all children will go through i.e. sensory-motor stage (from birth to two years of age), pre-operational stage, (from two to seven years of age), concrete operational stage (from seven to eleven years of age), and formal operational stage (from eleven years onwards). Regarding learning foreign language some experts explain about characteristics of young learners as follows:

Pinter confirms that young learners have a great curiosity to try new things and to explore concrete to abstract things. It is in line with Sadler who stated that children learn from concrete to abstract and also they are naturally curious and develop quickly as individuals. Therefore, teacher should avoid teaching abstract concepts and focus on concrete items that children understand and relate to. In addition to, teacher can use media or realia in delivering the materials in order that the students are able to understand easily.²⁷

Giving many experiences for young learners in learning language is important to do because as Cameron (2001) said that young learners

²⁷Pinter in Juhana. Teaching English to Young Learners: Some Points to be Considered. *Asian Journal of Education and e-Learning*. Universitas Terbuka Pondok Cabe, (Tangerang Selatan, Indonesia), 43-46. (2014). P. 43

actively construct meaning from their experiences. Harmer (2001) also explains that young learners get their understanding not only from explanation but also from what they see and hear, learn when they have a chance to touch and interact with (experience it).

In this notion, Scott (1990) and Mustafa (2003) state that children in primary or elementary setting generally learn by way of physical activities (learning by doing). They learn through hands-on experiences and through manipulation of objects in the environment. In other words, learning will come from the real experience from the children's life. It is highly suggested for teacher to create interesting, fun, enjoyable and fun lesson for young learners. It is because young learners have a quite short attention span and are easy to get bored (Slattery and Willis, 2001). It is similar to what Harmer (2001) says that unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so. While Brown (2001) exclaims that children have limit in intellectual development, attention span, and sensory inputs. Scott and Ytreberg (1990) also state that children have a very short attention and concentration span. It means that teachers should be able to maintain children's focus and attention.

Young learners are active learners and thinkers. Children construct knowledge from actively interacting with the physical environment in developmental stages. On this notion teachers should facilitate their students in having many experiences in order that they can construct

knowledge through the experiences. Let them do various activities that enable them to experience many things.

Young learners are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom and the like (Harmer, 2001). This means that children have a tendency to relate what they are learning to what they are doing by themselves. They love learning something having relation to their daily life. For this purpose teacher should be able to choose learning material related to their 'world'.

Young learners learn best when learning is kept whole, meaningful, interesting and functional (Mustafa, 2002, Brown, 2001). Children should be given opportunity to make their own choices. They will relate these choices with their personal wants and needs so it will make English learning become meaningful.

Young learners learn by thinking in term of theme (Shin, 2007). They are able to deal with one thing at a time without much difficulty. Teaching or presenting a lot of things to them at once may cause frustration and failure, both to children and the teachers.

Young learners learn best as a community of learners in non-competitive environment (Mustafa, 2003). This principle implicates that individual competition should be avoided because it can be stressful and overwhelm them. Play games where everyone wins, or where you do not

single out a winner. Scott (1990) adds that children also learn in social context, in groups where some group members more than others.

In this study, the early young learners are children in the age of two, three. The setting of English learning can be at home or in the playgroup. English is seen as a new language for the children in this context. According to McGlothin the most important things in the teaching English for early young learners are The Children's Language Environment and Learning strategies.

a. The Children's Language Environment

McGlothin the adults should not use textbook for helping the children to learn English since the textbook can make the children more difficult to learn a new language. However, they may use handout if it is needed as the media for the learning activities. Furthermore, the adults (parents or teachers) need to repeat the words that they have taught to the children since they really love repetitive action and sound. In addition, their daily life also contains a lot of repetition.

According to McGlothin children in this period are learning both new words and new word. Therefore, the world around them can be very good media for their language learning. Moreover, McGlothin states that the adults should not translate the language into the first language because English is not a secret code. It is a language to communicate. McGlothin says that the children learn the words (language) as a living language. Therefore, the adults are better to use supporting media such as the

example of the things, figure or pictures. The point is the adults should teach them through their world but not through text and rules of language. McGlothin also suggests that the adults should use English to communicate with the children because they need an environment that gives them chances to speak English and to be understood. Therefore, the children would think that English is not an alien thing but it is their language. Last but not least, points out that the English for children should be simplified. The adults should make the English easy to be understood. This case also happens when the children learn first language. Those are some points that have been pointed by McGlothin in his articles. These points need to be done because it will make the children's language learning successful.

b. The Children's Learning Strategies

Since the children pay more attention to their toys and playmates than on the language learning itself, the adults should design a lot of interesting learning activities. According to McGlothin children in this period really like repetition. They also like to imitate especially the adults and their playmates. These two strategies can be very helpful to teach English for three children. McGlothin adds that the children pay lots attention to the world and people around them. Thus, the adults should teach them about the world and the people around first. Therefore, usually the children learn about nouns first before they learn other language aspects such as verbs, adverbs and adjectives. McGlothin also states that the adults

should give the children confidence when they use the language, and then give them reinforcement to use the language. These learning strategies are very beneficial and helpful to teach English for early young learners. However, the adults need to adapt these strategies based on the learners' culture because each country has its own culture.

i. Related Previous Study

A number of studies have been conducted on the area of Multiple Intelligences. The previous research is about Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson conducted by Gökhan BAŞ and Ömer BEYHAN²⁸, Selcuk University, Turkey. The aim of the research was to investigate the effects of multiple intelligences supported project-based learning and traditional foreign language-teaching environment on students' achievement and their attitude towards English lesson. Totally 50 students in two different classes in the 5th grade of this school participated in the study. The results of the research showed a significant difference between the attitude scores of the experiment group and the control group. It was also found out that the multiple intelligences approach activities were more effective in the positive development of the students' attitudes. At the end of the research, it is revealed that the students who are educated by multiple intelligences supported project-based learning method are more successful and

²⁸ Gokhan BAS, "Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson". *International Electronic Journal of Elementary Education* Vol. 2, Issue 3, July, 2010.

have a higher motivation level than the students who are educated by the traditional instructional methods.

The second research was done by Ali Derakhshan¹ & Maryam Faribi²⁹, *Multiple Intelligences: Language Learning and Teaching*, Department of English Language and Literature, Golestan University, Gorgan, Iran and Department of English Language Teaching, Gorgan Branch, Islamic Azad University, Gorgan, Iran; Department of English Language Teaching, Golestan Science and Research Branch, Islamic Azad University, Gorgan, Iran.

The main purpose of this study was to review intelligence types that students employ in relation to their foreign language learning. Saricaoglu and Arikan (2009) argued that logical-mathematical intelligence was the leading intelligence type and the musical intelligence was the least common intelligence type employed by the students who participated in this study.

It can be concluded that no single method of teaching writing can best suit all types of learners since writing is shown to be differentially related to different types of intelligence and since human beings enjoy different levels of the various types of intelligence, the logical result to be drawn is that learners will experience differential success no matter how they are taught writing (Sadeghi and Farzizadeh (2012) concluded that the components of MI had a significant correlation with writing ability. In the second or foreign language

²⁹ Ali Derakhshan & Maryam Faribi, "Multiple Intelligences: Language Learning and Teaching". *International Journal of English Linguistics*; Vol. 5, No. 4; 2015

classrooms, it is possible to motivate learners by different activities relating to the different intelligences..

The third research was done by Rika Kemala Designing Multiple Intelligences-Based Instructions to Improve Students Speaking Performance For Aviation Students. The present study aimed at investigating whether or not there is a statistically significant effect of designed multiple intelligences-based instructions on students' speaking performance. In addition, it was aimed at investigating the aspect of speaking that can significantly improve through designed multiple intelligences-based instructions.

This research was conducted to 30 students of Ground Staff Program from Crew of Aviation Training Lampung Batch XXVII/2017. Speaking tests, questionnaires, and observation were used to collect the data. The results showed that there was a statistically significant effect of designed multiple intelligences-based instructions on students' speaking performance.

The data were analyzed by using Repeated Measure Ttest of SPSS 15 for windows. The t-test revealed that t-value was higher than t-table and two tail significance ($p > 0.05$). It was also found out that comprehension, the aspect of speaking significantly improved through the treatment followed by vocabulary, pronunciation, grammar, and fluency respectively. In term of the dominant inventory of students' intelligence that the students' speaking score with linguistic intelligence dominant by contrast with the other intelligences. It revealed that students who have linguistics intelligence dominant was the highest intelligence that affected on students' speaking

performance. Therefore, the importance of designing multiple intelligences-based instructions will be more concerned by researchers, educators, and teachers

The difference this research between the previous research is my research will be conducted at SD IT IQRA' Bengkulu (for young learners) using Descriptive Qualitative Study to find out the types of MI and how the English teachers implement MI. Technique of collecting data will use classroom observation, field notes, Interview and documentation.

In this research used purposive sampling. In learning activities, students were facilitated to learn through the nine types of intelligence, they are: linguistic verbal, logical-mathematical, visual-spatial, kinesthetic, musical, interpersonal, intrapersonal, naturalist and existentialist intelligence. Although the nine types of intelligence are not done at one time but the teacher still did the best to continue to apply the multiple intelligence approach to students. When researchers conduct research there were two types of intelligence excluded from the classroom learning.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher is conducted in descriptive qualitative method. In descriptive research, a researcher is exploring, and describing, with the purpose to explain and predict phenomena based on the data acquired in the field. Descriptive research is only trying to draw clearly and sequentially towards the questions of research which had been determined before the researcher come to the field.³⁰

The qualitative research method is the research method which based on post positivism filsafat, used to research in object condition is naturally (in the opposite is an experiment) which the researcher is key of the instrument.³¹

The researcher concludes that descriptive research is designed to give information and clear illustration of social situations with the objective of descriptive research. In this case, the point of descriptive research is to collect and accumulate the basic data in a descriptive way or its intent to make a description of the problem of English teaching and learning.

³⁰Sukardi, *Metode Penelitian Pendidikan Kompetensi dan Praktiknya....*P. 14.

³¹Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D*, (Bandung: CV Alfabeta, 2009), P.9.

B. Subject of the Research

The subject of this research is English teacher at SD IT IQRA' 2 Bengkulu. In the context of the present study the subject is selected purposefully. Fraenkel and Wallen point out that a purposive sample consists of individuals who have special qualifications of some sort or are deemed representative on the basis of prior evidence.³² Based on the requested criteria namely the english teacher who has been teaching more than 5 years. So, he/she has adequate teaching experiences in particularly on the idea of Multiple Intelligence students in learning english. The teacher is choosen in this case is a teacher who teaches school with A accreditation, and also has a good track records.

There are two english teachers atSD IT IQRA' 2 Bengkulu. One of them teachers class third grader and fifth grader , while the other hold the responsibility to teach fourth grader and six grader. However teacher who teach class fourth grader and six grader was busy and He resigned to be studied,so the researcher only observe 1 teacher and the researcher just focus teacher for fifth grader.

C. Technique of Data Collection

The researcher used classroom observation, interview, and documentation, as the instrumen of collecting data. According Licon and Guba state human is the best instrument for qualitative research. It means

³²Fraenkel, J. R., and Wallen, N. E. 2008. *How to design and evaluate research in education*. 7th ed. America and USA: McGraw-Hill. P 106

that researcher is main instrument in this research.³³ The completely explanation as follows:

1. Classroom Observation

The researcher will observe the teaching and learning process in fifth grade everything will relate to Multiple Intelligence in teaching learning process.

The observer directly observe the classroom and took notes on the relevant events while teaching learning process was going on. There are some instrument of collecting data is used by the researcher to get the data observation.

2. Interview

This technique will use to get the data relate to the teacher's and students' behaviour while and after the actions implement. It also cover problems will find in the teaching and learning process. The researcher will interview both teachers and students to will get the data relate to their perspectives before, during, and after implementing the actions.

3. Documentation

This research do by taking the document/ data that is support research. The data includes the names of the teachers as subject resarch and data on the value of repetitive subjects taken from the list values as well as photograph of activities. According Ary documents refer of a wide

³³Subroto.E.D. *Pengantar Metode Penelitian Linguistic Structural*.Surakarta; SebelasMaret University Press. 1992, p.7.

range of written, physical, and visual materials, including what other authors may term artifacts³⁴. The research instrument is camera, camera use to show the reality in the process get data by using photograph/videograph during the teaching and learning process.

D. Research Instrument

Method of collecting data is standard and systematic procedures to get information needed. Furthermore, the data themselves have very important role in a research, because without data it is imposible to get the result of the research. When the researcher uses the metod, they need instrument. Instrument is a tool used by researcher when she/he use the method. To answer the purposed research question, the data in this study were collected by employing three methods of collecting data using the following three researach instruments, they were observation checklist, field notes and, doing interview.

There are many methods to collect data, in this research the writer uses observation checklist, field notes, and doing interview :

a. Observation checklist

The researcher followed the teaching learning activities in the classroom and is the primary way of capturing the data that is collected from observation. The researcner used observation checklist in collection the data during follow the teaching learning process in literature class. The purpose of the obsevation checklist

³⁴Ary, D; Jacobs, L.C; Razavieh, A; & Sorensen, C. 2010. *Introduction to Researchin Education*, (8th ed). Belmont: Thomson Wadsworth.p.442

in this research will be (1) to complete documentations that will be gathered as source of data (2) learn where documentation may reside, (3) to check accuracy and verify the impression gained through observation. So, the researcher get complete information about teachers Multiple Intelligence in the teaching and learning process. The researcher used observation checklist to make easier find types of Multiple Intelligence that teacher used, the researcher will adopting the theories from Howard Gardner. Based on some authors mentioned in the previous chapter.

b. Field Notes

Notes made when in the field during or after interview, observation to help easy to make conclusion. In order to make it easier for research 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 observation, interview to get the primary way of capturing the data.

c. Doing Interview

Essentially, interview is a kind of method in collecting data which requires direct communication between the researcher with the subject or respondent. In addition interview with teachers were done to know how applied Multiple Intelligence in classroom.

E. Data Analysis

The important part of the research is how the researcher analyzed the data after collecting them. In the research, the data analyze will use interactive model of data analyze proposed by Miles and Huberman to find the result. The data analyzed procedure can be describe as the following figure. Components of Data Analysis Interactive Model Miles and Huberman³⁵, they are :

1. Data reduction: Data reduction occurs continually through out the analysis. In early stages, it happen through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and meaning, and associated activities such as finding themes, cluters, and patterns. In the latter stages it happens through conceptualizing and explaining, since developing abstract concept is also a way of reducing the data.
2. Data display: data display organize, compress and assemble information. The activities in this stage are: Making summary, descriptively and systematically in order to know about the central idea easily and interpreted them critically.
3. Drawing and verifying conclusion: reducing and displaying the data aim to help drawing conclusions. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

³⁵Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (London: Sage Publications, 2003), p 326

F. Trustworthlines of the Data

One important concept of the case study is triangulation. The researcher used triangulation as a trustworthiness of the data in this research. Stake defines it as a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation.³⁶ This principle is necessary to avoid misinterpretation. Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. There are four basic types of triangulation:

- a.** Data triangulation: involves time, space, and persons.
- b.** Investigator triangulation: involves multiple researchers in an investigation.
- c.** Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.
- d.** Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

In addition, triangulation can be achieved through redundancy of data gathering and procedural challenges to explanation. So triangulation means finding the best for eliminate the differences in construction of reality that is in the context of a study when collecting data on various

³⁶Suryani, Anne.2008.Comparing Case Study and Ethnography as Qualitative Research Approache.*JURNAL ILMU KOMUNIKASI*.Vol.5, No 1,p.117-128.

events. In this research, the researcher used methodological triangulation , the researcher compares the results of Observation, Interview, and Doumentation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the writer would like to describe and discuss the finding of the research. The writer wants to describe The Analysis of Approach Used by English for Young Learner Study at English Teacher of SD IT IQRA' 2 Bengkulu in Academic Year 2019/2020.

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

This research was conducted at SD IT IQRA 2 which is recognized as one of the favorite Islamic elementary schools in Bengkulu. The school where this study was held is one educational institution under the coordination of the institution called “Yayasan Pendidikan, Sosial dan Dakwah Al Fida” and the department of education and culture of Bengkulu city. The strategic location of the school makes it easier for to be reached from various regions in Bengkulu city. This school annually accepts many new students to study here. There are many facilities provided by the school with comfortable, conducive and clean classroom and environment. This school is evidently the main option of the parents to send their kids to continue their study.

This school was designed as an excellent and reputable elementary school which initiates an integrated elementary education which is future oriented to create generation with Islamic character. in Bengkulu this school becomes the model of integrated Islamic education for the first time with the implementation of full day school system (schooling starts from 07.15-16.00) along with the actualization of modern Islamic teaching. The school applied

the best teaching approaches and methods which are also used at other excellent schools across the nation. The Active Learning and Multiple Intelligence System in classroom approach put the learners at the subjects of an innovative and creative learning.

The dynamic situation in educational fields demands the improvement in the system of education at Sekolah Dasar Islam Terpadu (SDIT) IQRA 2, including the curriculum revision to create a competitive and adaptive generation in the current situation. Every single educational institution should be able to develop a curriculum system which is fitting the characteristics and potentials each of the school has in each region. The curriculum of KTSP at Sekolah Dasar Islam Terpadu (SDIT) IQRA' 2 Bengkulu city needs to be improved as the actualization of elementary and middle education level curriculum.

B. Findings

Based on the result from teacher's interviews and classroom observations the researcher found some approaches applied by the teacher of English to implement the Multiple Intelligence for class V students. Based on the results of the classroom observation and the interview result from the teacher (Mrs. Ayi), the researcher identified some facts related to the approach used to students in classroom teaching. they are as follows:

a. Linguistic Intelligence

This type of linguistic skill is shown in the ability of the students in composing language or words. In developing linguistic intelligence, it was

found that the teacher facilitated the students with some activities such as doing the oral presentation, gave an opportunity to speak up and provided a chance to show their opinions. Moreover, the teacher facilitated the learners to do a story writing activity.

b. Logical mathematical Intelligence

There was not any evident or fact identified in this type of multiple intelligence approach in English teaching activities done by the teacher after the researcher did a classroom observation for several times. This happened because the lesson or material delivered by the teacher did not support the logical mathematics as stated above.

c. Spatial Intelligence

In the observation the researcher noticed the teacher developing the visual-spatial intelligence, among which by presenting a poster and some pictures.

d. Bodily-kinaesthetic Intelligence

The type of activities that the teacher gave students to develop the Bodily-kinaesthetic Intelligence were game-playing with physical movement, singing along with body expression, and ice breaking or reflection with body movement, and letting the students who were very good in their physical movement to continue the activity.

e. Musical Intelligence

Musical intelligence is the one which is identical with song and music instruments. This type of intelligence is oftentimes developed by teachers

through the activities of singing which was conducted in the beginning and the end of the lessons or in the middle of learning activities.

f. Interpersonal Intelligence

The teacher at class V divided the students into some project group discussion before the class was over. This was done to strengthen the teamwork among the students at class V. Moreover, the teacher was in multiple times asking the more advanced students to guide their peers about the materials they had not fully understood.

g. Intrapersonal Intelligence

One of the strategies to upgrade the interpersonal intelligence level was by creating a situation in which students were not reluctant to admit their areas which need of improvement and the areas which had been already improved by giving adequate support. Based on the observation, the students and the teacher had created a situation to motivate the students to admit their limits and their good points by giving them an assignment and then asked them to present it on front of the class. initially the students felt shy and were reluctant to do it, but after a massive support from the teacher by convincing them that their story was great, the students' confidence was upgraded and they finally did it confidently.

h. Naturalist Intelligence

In this section the researcher did not notice or find any activities done by the teacher in developing the naturalist intelligence after a few meetings were held at classroom.

i. **Existential Intelligence**

This type of intelligence is one of thinking skill where people are more prepared in facing death, so they stay close to God. In learning process, the activities which were given by teacher at class V were set up to improve the existential or spiritual intelligence by praying before and after the lessons were held. Besides, the teacher frequently related the materials in learning with the verses in the Qur'an. There were still more religious activities held to improve existential intelligence.

C. Discussion of Results

1. The implementation of Multiple Intelligences based learning

a. **Preparation of Multiple Intelligences based learning**

Based on the investigation carried out by the researcher, there were two things done by the teacher in preparing Multiple Intelligence based learning, they are: (1) recognizing the students' intelligence, and (2) making plan for the lesson.

1) Recognizing the Students' Intelligence

The actions that teacher can take to reveal the tendency of each student in term of intelligence depend on the students themselves, whether their intelligences tend to be kinesthetic, visual-spatial, or musical. There are some tendencies in intelligence that are clearly

notable. There are some which require more meetings to reveal the intelligence tendency the students have.

2) Setting up a Lesson Plan

Lesson Plan is used as the planning in academic course which is set up by the teacher before the class activities as guidance in the implementation of teaching at class. The teacher as the person who leads the learning and teaching activities in the class composed the lesson plan in simple in a small book.

2. Multiple Intelligences basic learning activities

a) Lingusitic-verbal Intelligence

There were some activities which were oftentimes done by teacher to develop the students' Lingusitic-verbal Intelligence by demanding the students to read a story in front of the class, deliver a presentation, give the students chances to show their opinions or to speak up and to write. Those evident were supported by some interview results as follow:

Researcher: "What are the activities that you did to develop Lingusitic-verbal Intelligence of the students?"

Teacher: "To develop students' Lingusitic-verbal Intelligence we always introduce some dialogue sentences. We instruct the students to come to the front of the class in pair, do a role-play of dialogue or tell a story. If nobody is coming forward, then I myself pick up one of them."

From the classroom observation the researcher recognized the efforts given by the teacher to develop linguistic intelligence. The teacher delivered a story which was related to the lesson. The other activity carried out by the teacher was oral presentation in front of the class, in which the students responded enthusiastically. The students were instructed to translate some sentences about color and noun in English language. After that, the teacher asked them to write those words on the board.

The followings are the adaptation of observation result about the description of activities done in developing Linguistic-verbal Intelligence during the lessons.

No	Meeting	Description
1	Meeting 1 November 14 th 2019, Thursday	The teacher delivered a material about family tree and explained it right away. After that, the teacher gave the students some assignment to narrate the story of their families and in turn, read them a lot in front of the class.
2	Meeting 2 November 21 st , 2019, Thursday	The teacher introduced the lesson in creative way about the color and nouns. After that the teacher created a sentence in Bahasa Indonesia and asked the students

		to translate the sentence into English.
3	Meeting 3 November 28 th , 2019, Thursday	Still with the same material, which was about noun and color, the teacher focused more on the speaking skills of the students, and the teacher used some media such as balls, fruits, pies, bottle, markers, rulers, sharpeners, etc. The teacher asked students to come forward to practice a dialogue with the teacher to make a sentence using the things that had been prepared.

Based on the observation, interview and documentation, the teacher of class v had developed the students' Linguistic-verbal Intelligence through the activities mentioned above.

The instructions that were frequently carried out to develop students' Linguistic-verbal Intelligence were asking the students to read a story in front of the class and address some questions to them. Those were done to give an opportunity for them to speak up, show their opinions, and give them a time to write.

b) Logical-Mathematics Intelligence

In Logical-Mathematics Intelligence, the researcher did not find or reveal any activities the teacher did in developing students' Logical-Mathematics Intelligence in English lesson based on some meetings they had conducted at class. The teacher (Ayi) stated in the interview about some facts: "... it depends on the materials. Based on the experience at class 4 there was a logical-mathematics involvement such as numbers in hours. They learned about time by using English by using exercise and some questions related to mathematics."

c) **Visual-spatial Intelligence**

There were various activities which could be conducted to upgrade the **Visual-spatial Intelligence of the students. Based** on the interview done to the teacher, the activities could be done were showing the poster and a few pictures. the facts were supported by the interview results, which are as follow: The researcher: "What are the activities that you did to help students increase their spatial-intelligence?"

The teacher: "In the 5th class which I taught last semester I gave the students some assignments from the students' work sheet books, which contains some dialogues and pictures. The students complete the blanks in the sentences and then they continued their working which was drawing. It is very useful for those who have good talent in drawing and coloring. So, while the students are learning English, they are also improving their art skills."

After the observation was conducted, the researcher found out that the teacher had actually applied the activities with the spatial-intelligence

approach. One of which was an activity that stimulated the students to focus on the teacher who was showing a poster of a family.

The following is the description of observation result regarding the development of Visual-spatial Intelligence.

No	Meeting	Deskripsi
1.	Meeting 1 November 14 th 2019, Thursday	<p>a. The teacher delivered a lesson about Family Tree and showed a poster which was about a family and then she explained the students more about the picture.</p> <p>b. The teacher gave assignments to the students to write down a story about their own family and motivate them to draw their family photograph.</p>
2.	Meeting 2 November 21 st 2019, Thursday	absent
3.	Meeting 3 November 28 th 2019, Thursday	While the teacher is delivering the material about color and nouns, she has prepared the media such as balls, fruits, pies, bottles, markers, rulers, and sharpeners.

Referring to the outcome of the observation, interview, and documentation, the teacher of class v has facilitated the students to develop the visual-spatial intelligence to the students. The activities which were demonstrated by the teacher to develop this visual-spatial intelligence were showing the poster, picture, and tangible objects to support students' understanding. However, the activities used to develop the visual-spatial intelligence did not appear in the second meeting.

d) Kinesthetic Intelligence

Based on the result of the interview, the activities that were conducted by the teacher in developing the Kinesthetic Intelligence were encouraging them to play a game with physical movement. This game was carried out before, during or after the lesson.

Further, to increase the level of **Kinesthetic Intelligence**, the teacher had a policy over the students with good **Kinesthetic Intelligence**. The teacher would not ask those kinesthetically intelligent students to sit down if they were more comfortable to be around, as long as they did not cause troubles or disturbance towards other students. Here is the transcript of the interview held by the researcher and the teacher (Mrs. Ayi):

The researcher: "What kind of activities that you did to provide assist to students in developing their spatial-intelligence?"

The teacher: “Usually we did some introductory activities such as singing with movement, which is containing lyrics about body movement. The students are moving their body parts in accordance with the lyrics. Some of the students, however, choose not to stay at their place and they are instead wandering around the class.”

The researcher: “How did you handle the students who were moving around during the lesson?”

The teacher: “For some students, it is totally fine to apply their kinesthetic intelligence, with a note that they did not disturb other students, because it could stress them if we restrict them from walking around.” Here are some description about the bodily-kinaesthetic intelligence:

No	Meeting	Description
1.	Meeting 1 November 14 th 2019, Thursday	<p>a. Before the teacher delivered material, the teacher asked the students to pray and some of <i>surah Juz Amma</i>. After that, the teacher and the students sang and clapped their hands together.</p> <p>b. When the teacher gave a task about Family Tree, she called a student named Reza to come forward to read the writing assignment about his family. He did</p>

		<p>it very well by not only using his voice but also his active body movement.</p>
2.	<p>Meeting 2</p> <p>November 21st 019,</p> <p>Thursday</p>	<p>In the middle of the material presentation, he teacher did an ice breaking by asking all of the students to stand up and then did some hand and leg movement. Once in a while the teacher invited the students to sing and clap their hands in the middle of the learning so they would not get bored.</p>
3.	<p>Meeting 3</p> <p>November 28th 2019,</p> <p>Thursday</p>	<p>a. When the teacher presented materials about colors and nouns, the students were asked to answer some questions.</p> <p>There were many students raising their hands enthusiastically and some of the students come forward to the teacher's table to answer the questions.</p> <p>b. Some of the students who were</p>

		<p>actively moving around the class during the lesson were not directly warned by the teacher. Instead they were approached by the teacher using the method that made them comfortable.</p>
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Based on the observation, interview and documentation, the teacher of class v had done various activities that enabled students to improve their kinesthetic intelligence. The activities done by the teacher were playing a game which required physical movement, giving allowance to students with kinesthetic intelligence to walk around the classroom during the lesson as long as they did not disturb others, and giving an ice breaking in the middle of the lesson.

e) Musical Intelligence

The activities which were used to improve the musical intelligence had been recognized by the researcher during the learning periods. The teacher of class v invited the students to sing songs that in some ways related to the lessons. Those facts are supported by these interview results:

The researcher: “What did you do to improve the students’ musical intelligence?”

The teacher: “We are singing a song before or after the lessons to upgrade the level of students’ musical intelligence. Sometimes during the lesson when students start feeling bored, we take a break for awhile and sing a song. I encourage a student to come to the front of the class to lead the students in singing the song, which is about the prophet. After that, we continue it by singing a song entitled *If You Happy and You Know It*. By doing this, the musical intelligence can be integrated with kinesthetic intelligence.”

The following is the description of the activities to develop musical intelligence:

No	Meeting	Deskripsi
1.	Meeting 1 November 14 th 2019, Thursday	Before the lesson began the teacher invited the students to sing a song about “parts of thr body” with physical movement
2.	Meeting 2 November 21 st 2019, Thursday	<p>a. During the lesson the teacher did an ice breaking activity which was singing while standing and clapping hands. The teacher was singing a song about parts of the body by doing a physical movement.</p> <p>b. The teacher let one of the students called Ucup to sing on his seat while doing his work.</p>

3.	Meeting 3 November 28 th 2019, Thursday	In the middle of the lesson, the teacher invited the students to sing and called one of them to come forward and lead the whole class to sing. The rest of the class followed the singing about the prophet. After the song was over, the teacher added one song entitled “If You Happy and You Know It” and did a movement following the song.
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Given the results of the observation, interview and documentation, the teacher of class v had facilitated students to do activities which supported the development of musical intelligence. The activities introduced by the teacher to improve the level of students’ intelligence were singing before, during and after the lesson accompanied with body movement.

f) Interpersonal Intelligence

The activities which functioned to develop interpersonal intelligence had been brought into surface by the teacher in learning activities. The teacher said that the activity which was oftentimes carried out was discussion. Besides that, the other activities such as group projects, dialogue training, peer assisted learning, and group game playing. Those things were delivered when the researcher did an interview as following:

The researcher: “What did you do in your effort to develop the students’ intrapersonal intelligence?”

The teacher: “I asked the students to do a group discussion or group project. We gave the students assignments and they were allowed to work together as long as they did not cheat the others’ work, because we want to build the characters of the students.”

Based on the observation, the activities which were conducted to develop interpersonal intelligence were group discussion, group game playing, and peer assisted learning.

The followings are the description of the activities to develop interpersonal intelligence that is given by the teacher:

No	Meeting	Deskripsi
1.	Meeting 1 November 14 th 2019, Thursday	After the teacher finished explaining the lesson, the students were asked to do the assignment and to make a group discussion.
2.	Meeting 2 November 21 st 2019, Thursday	Some of the students were actively playing around and coming to their friends to have a small talk, but the teacher was not angry and that was actually the way how to improve interpersonal intelligence of the students.
3.	Meeting 3 November 28 th 2019,	When the teacher was delivering the materials about nouns and colors, the

	Thursday	teacher called the students one by one to the front of the class and answered the questions given by the teacher. The teacher created a group to do the exercise in the book and gave the opportunity to the students to assist their friends in understanding the lesson.
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Referring to the result of the observation, interview and documentation, the teacher of class v had in fact done some activities to develop the interpersonal intelligence of the students. The activities were: discussion, group project, dialogue training, and peer assisted learning.

g) Intrapersonal Intelligence

The activities which were done by the teacher of class v to improve the intrapersonal intelligence were varied. This condition is referring to the result of the interview done with Mrs. Ayi, as the English teacher:

The researcher: “What were the activities that you did in your effort to improve your students’ intrapersonal intelligence?”

The teacher: “I frequently gave them individual tasks in forms of exercise and vocabulary memorization. I will call the students one by one to find out whether they have memorized the vocabularies well.”

No	Meeting	Description
1.	Meeting 1	The teacher gave opportunity for the

	November 14 th 2019, Thursday	students to come to the front of the class and read aloud their work, which was a description about their families.
2.	Meeting 2 November 21 st 019, Thursday	After the teacher finished the explanation about the color and nouns, she handed out some exercise in the students' worksheet be accomplished individually The teacher walked around the class to have a check on the assignment given to students. If the students did not understand about the tasks, the teacher then guided them personally.
3.	Meeting 3 November 28 th 2019, Thursday	The teacher explored even more deeply the speaking skills of the students by providing some stuffs and asked them to mention the name of the stuffs and their colors in English.

Based on the interview, observation and documentation, the teacher of class v had facilitated the students to do activities that could stimulate the improvement in their intrapersonal intelligence. The activities they did were vocabulary memorization, individual tasks to understand themselves and opportunity to assess their works and guiding the students with difficulty in comprehension.

h) Naturalist Intelligence

The teacher did not apparently do an approach towards this type of intelligence in English teaching and learning after some meetings were held and the researcher observed the classroom activities. Below is the interview transcript between the researcher and the teacher:

The researcher: “Is there any method that you use in developing students’ naturalist intelligence?”

The teacher: “We sometimes hold some outdoor activities and we discuss the lesson and relate it with the nature to make them closer to nature, but in this case the naturalist intelligence is not present because our lesson so far is not relatable to nature yet.”

Based on the interview result and documentation, the teacher of class v has not yet given out opportunities in the activities to develop naturalist intelligence because the materials were not relatable yet.

i) Existential Intelligence

At the school of SD IT IQRA’ 2, Existential Intelligence was recognized as the spiritual intelligence, which means that both are related to God existence. The efforts done by the teacher to help the development of this intelligence was through the subjects such as religious lesson and also English. The efforts to develop students’ existential intelligence was done through the religious lesson, giving good examples to students, encouraging the students to think in religious way that all of the human beings and the universe is created by Allah and they

will have to come back to Allah in the hereafter. Here is the interview regarding the above description:

The researcher: “What were the activities that you did to improve your Existential Intelligence?”

The teacher: “I always encouraged my students to pray before and after the lessons. Sometimes I also guided the students to recite some *surah Juz amma* before the ice breaking session.”

Based on the observation carried out by the researcher, the followings are the description of what the teacher did to improve students’ existential intelligence:

No	Meeting	Deskripsi
1.	Meeting 1 14 November 14 th 2019, Thursday	a. Praying before and after the lesson b. The teacher told a story when she delivered the material about “My Family” by involving the religious values such as respecting and loving their parents and family members, so they will be sent to paradise by Allah.
2.	Meeting 2 November 21 th 2019, Thursday	The teacher and the students prayed together before and after the lesson. In the middle of the lesson, the teacher invited the students to recite surah Al-Kafirun together.
3.	Meeting 3	a. The teacher and students prayed together in

	November 28 th 2019, Thursday	the beginning and in the end of the lesson. b. In the middle of the lesson, the teacher asked the students to sing a song about the prophet.
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Based on the interview, observation and documentation, the teacher of class v had proven facilitated the students to do activities that helped the improvement of students' existential intelligence. The efforts that the teacher did could be seen in the beginning and the end of the lesson where they prayed together before and after the lesson. The researcher gained the information during the process of observation.

BAB V

CONCLUSION

A. Conclusion

Based on the research and discussion, this study can be concluded as the followings:

1. Preparation: In this stage the teacher has recognized the type of students' intelligences and set a plan towards the course of the study (making a lesson plan).
 - a. Identifying the intelligence types the students have through observation. The intelligences such as kinesthetic, visual-spatial and musical are directly noticeable as the teacher is observing them.
 - b. The setting up of lesson plan which are created in simple form by writing on a special book to create a lesson plan in preparing the class. The aspects that are included in the lesson plan are Basic Competence, indicator, theme, learning activities, and media that are used in the learning activities.
2. The Implementation: In this step, the teacher has done some activities as the apperception and motivation for students which including the multiple intelligences' stimulation to the students.
 - a. The learning activities which are based on the multiple intelligences approach. In this case the teacher has facilitate the students to learn through the approach of the multiple intelligences. Even though in the activities of improving the multiple intelligences not carried out all at once, the efforts have been done effectively. The nine intelligence types are a) Linguistic-verbal intelligence, b) Logical-mathematics, c) visual-spatial intelligence, d) kinesthetic intelligence, e) musical intelligence, f) interpersonal intelligence, g)

intrapersonal intelligence, h) naturalistic intelligence dan i) existential intelligence.

B. Suggestion

1. For the teacher

- a. The teacher should create a lesson plan which is not only in simple concept in a book, but she must type it based on the formal guidance to make the lesson plan qualified enough to be implemented in classroom activities.
- b. The teacher should improve the nine types of intelligence in every single meeting held in order to put a balance to the types of intelligence to be improved in every meeting.

2. For the students

It is hopefully that the students keep their spirit up in improving their intelligences and they should actively participate in the learning process to stimulate and upgrade their intelligences to bring out from themselves.

Kisi-kisi Pedoman Wawancara Guru

Table 1.3

Aspect	Sub-aspect	Jumlah butir	Nomor butir
Existence of Multiple Intelligence based-learning		5	1a, 1b, 1c, 1d, 1e
	Knowing of Student's Intelligence	2	2a, 2b
	Lesson plan	9	3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i
Implementation of Multiple Intelligence based-learning	Development of Linguistic Intelligence	3	4a, 4b, 4c
	Development of Logical-Mathematical Intelligence	3	5a, 5b, 5c,
	Implementation of Spatial Intelligence	4	6a, 6b, 6c, 6d
	Implementation of Bodily-Kinaesthetic Intelligence	4	7a, 7b, 7c, 7d
	Implementation of Musical Intelligence	3	8a, 8b, 8c
	Implementation of Interpersonal Intelligence	3	9a, 9b, 9c
	Implementation of Intrapersonal Intelligence	3	10a, 10b, 10c
	Implementation of Naturalist Intelligence	3	11a, 11b, 11c
	Implementation of Existential Intelligence	3	12a, 12b, 12c

Jumlah butir	45	
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Instrument Collecting Data of the Multiple Intelligence Observation Form

Teacher 's name :

Level :

Class :

Time and Date :

Implementation of Multiple Intelligences-based learning

No	Aspect	Item	Statement		The results found
			Appear	Do not appear	
1.	Preparing learning	a. The teacher invites students to pray before learning b. The teacher asks students for readiness to carry out learning			
2.	Linguistic Intelligence	a. Involve students in debates and oral presentation / put forward opinion b. Create opportunities for write c. The teacher gives a story d. Make written / oral reports			

		e. Provides lots of books for students as a reference			
3.	Logical-Mathematical Intelligence	a. Using Venn diagrams, graph, table or time chart b. Facilitating students to demonstrating with objects real c. Facilitating concrete material for trial material d. Carry out counting activities / related to numbers e. Ask students to show order			
4.	Spatial Intelligence	a. Teach mind mapping / concept maps b. Provide opportunities for to show c. Showing pictures for help students understand d. Motivate students through the media film /			

		slide / video / diagram / map e. Give students opportunities to drawing and painting			
5.	Bodily- Kinaesthetic Intelligence	a. Provides activities for hands and move as well as all activities that involve activities physical b. Offer a chance acting / playing drama c. Letting students move during work d. Motivate students with art role, improvised, dramatic and creative movement.			
6.	Musical Intelligence	a. Change the song lyrics for teach concepts b. Creating a rhythmic formula or memorization c. Study a material with sung d. Doing music activities			

		e. Playing music instruments to accompany learning			
7.	Interpersonal Intelligence	a. Ask students to work joint project b. Hold group discussions / class discussion and panel debate c. Invite students to play roles and Interview. d. Give students opportunities to teach other children e. Provides various types game that they can do it with friends			
8.	Intrapersonal Intelligence	a. Give students opportunities to study alone b. Ask students to make autobiography, graphic experience and			

		<p>portfolio</p> <p>c. The teacher asks students to rate the results of his own work</p> <p>d. Ask students to comment on or assess the results of his work</p> <p>e. The teacher teaches personally students who do not understand</p>			
9.	Naturalist Intelligence	<p>a. Doing learning with involves experience in nature open</p> <p>b. Tells about nature</p> <p>c. Observing plants or animals</p> <p>d. Display pictures / videos about nature / plants / animals</p> <p>e. Facilitate them to have the opportunity to research nature, eg learning outside Kela s</p>			

10.	Existential Intelligence	<ul style="list-style-type: none"> a. Get used to pray before and after class b. Teach students to give thanks for God's gift c. Linking the example of the previous people with learning material / tells about religion for associate with learning d. Make a response to something event 			
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