MULTIPLE INTELLIGENCES IN EFL LEARNING

THESIS

Submitted in Partial Fulfillment of the Requirement
for gaining the Degree of Bachelor of Education Language
in English Language Education

by

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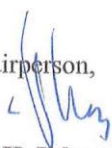Field of Study : English Language Education

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Assalamualaikum wr.wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis :

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Wassalamualaikum wr.wb

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ABSTRACT

Title   : Multiple Intelligences in EFL Learning
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Children as young learners are in the era of need for a variety of methods of learning. This research is conducted on the basis of multiple intelligences theory based on the strategies in EFL learning at SDIT Assalamah. The objective of this research is to describe the implementation of multiple intelligences in English learning process, to explain the strategies that represent multiple intelligences, to explain the barriers of the implementation of multiple intelligences in English teaching learning process at SDIT Assalamah Ungaran. This research involved an English teacher and one class of the 1st grade of SDIT Assalamah Ungaran. The researcher used descriptive qualitative approach. Method of collecting data used in this research was observation, interview and documentation. Meanwhile, the data was analyzed by the theory from Miles and Hubermen. The result of this research described as follow; (1) the implementation of multiple intelligences in English teaching learning process at SDIT Assalamah was done by doing some steps: first is preparation; recognizing students' intelligence by using MIR (Multiple Intelligences Research) then continuing the step by arranging a lesson plan. The second is implementation; opening, main and closing activity. The last step is evaluation. (2) Some strategies that represent multiple intelligences are learning through video and flash card as the representation of spatial-visual intelligence, practicing a song which represent bodily-kinaesthetic intelligence, drilling and arranging jumbled letter into a word as the representation of linguistic intelligence, and the last is cooperative groups as the representation of interpersonal intelligence. (3) The barriers found in implementing multiple intelligences is the different characters and intelligences of students.

Keywords: EFL Learning, Multiple Intelligence Approach, Teaching Strategy.

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MOTTO

…….but perhaps you hate a thing and it's good for you; and perhaps you love a thing and it is bad for you. Allah knows, while you don't.[1]
(QS. Al Baqarah: 216)

Treat people as if they were what they ought to be, and you help them to become what they are capable of being.

-Goethe

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[1] Kementrian Agama RI, *Al-Qur'an Tajwid dan Terjemahannya* (Bandung; Syamil Qur'an), p. 34

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DEDICATION

In the name of Allah the Beneficient and the Merciful, this thesis is dedicated to:

1. My beloved parents (Juwairiyah and Ubaidur Rohman)
2. SDIT Assalamah Ungaran, may this research will be beneficial.
3. Mrs. Ritmanita Meiswari, S. Pd as English teacher of the first grade of SDIT Assalamah Ungaran.
4. All of Students of SDIT Assalamah Ungaran especially the ibnu sina class.
   All of my Dearest friends in English Language Education Department

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First and foremost, I would like to express gratitude to Allah SWT, the almighty God for the blessing in leading me to accomplish this final project entitled Strategies on EFL Learning as the Representation of Multiple Intelligence Approach at SDIT Assalamah Ungaran.

*Shalawa*t and *salam* for the prophet Muhammad who has brought us from the darkness to the brightness.

I realize that I cannot complete this final project without to help from others. Many people have helped me during writing this final project and it would be impossible to mention all of them. In this chance, the writer would like to express the deep appreciation to:

1. Dr. H. Raharjo, M.Ed.St as the dean of Tarbiyah Faculty Walisongo state University for Islamic Studies Semarang.
2. Dr. H. Ikhrom, M. Ag as the Head and Sayyidatul Fadlilah, M. Pd as the secretary of English Education Department.
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4. All the lectures of English Language Education Department who have provided me with skill and knowledge.
5. The Principal of SDIT Assalamah, Siti Nuryati, S.Pd who has given me permission for doing this research and Mrs. Ritmanita Meiswari, S.Pd as English teacher of the first grade of SDIT Assalamah.
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7. Dearest friends, PBI C 2014 who have given me wonderful memories in my life.
8. Wakijo a.k.a Afifatun Ni'mah as my cup of tea since I was studying here.

Finally, I realize that this thesis is still far from being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this thesis would be beneficial to everyone, Amin.

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CHAPTER I
INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. They are background of the study, research problem of the study, objectives of the study, significance of the study, scope and limit of the study.

A. Background of The Study

Education is the basis of development and empowerment for every nation, it plays a vital role in understanding and participating in day to day activities of today's world. It builds one's character and plays a significant role in transmitting one's culture, belief and values to others in society. It helps creating innovations and fulfill the growing needs of every nation. It is not only to equip a new generation with skills to earn a living but also to create awareness of social and environmental reality and imbed scientific temperament, independence of mind, and spirit to become responsible citizens.[1]

National Education is an Education based on Pancasila and basic regulation of the Republic of Indonesia in 1945 which is rooted in religious values, Indonesian national culture and responsiveness to the demands of changing times.[2] When we talk

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[1] P.L.Mehta and Rakhi poonga *Free and Compulsory Education*, (New Delhi: Deep and Deep publication, 1997) at 1

[2] Undang-Undang No.20 tahun 2003 tentang "System Pendidikan Nasional".

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about national education it's also related to national education system. National education system in Indonesia was regulated by the government on UU No.20 in the year 2003. The government in this regulation said that the national education system must be able to guarantee equal opportunities in education, improving quality and relevance and efficiency of education management for face challenges in accordance with the demands of changes in local, national and global so that it needs to be carried out in a planned, directed, and continuous.

The educational system in Indonesia is vast and various. With over 60 million students and almost 4 million teachers in some 340.000 educational institution, it is the third largest education system in the Asia region and the fourth largest in the world (behind only the People's Republic of China, India and the United States). Two ministries are responsible for managing the education system, with 84% of school under the Ministry of Education and Culture (MOEC) and the remaining 16% under the Ministry of Religious Affairs (MORA). [3] Indonesia's education system today continues to reflect aspects of its past: its diverse ethnic and religious heritage, its struggle for national identity.[4]

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[3] Review of National Policies for Education: Education in Indonesia-Rising to the challenge.

[4] Review of National Policies for Education: Education in Indonesia-Rising to the challenge.

A success in education could not separate to ongoing learning process, it includes several components that to another. The components are teacher, student, material, instrument, and learning method. In the learning process, a teacher is emphasized to create and use various methods. So, the learning process is not monotonous for students. As for the pattern which students are only sitting, listen, take a note and memorize all things that given by the teacher causes the students' lack of actualize themselves and learning process become lack of activity and unattractive.[5]

Children as young learners are in the era of need for a variety of methods of learning. In other hands, young learners are the most crucial moment in learning development stages. All things that have been learned in this stage will be a basis for their development in the next stage.[6] Piaget states that the young learner's foundation of thinking, language, vision, attitudes, and other characteristics develop through the direct interaction with things and the environment around them.[7] In this case, foreign

[5] Anis Fauzi, Eneng Farikhah. The Implementation of Multiple Intelligences on Learning Process at SMPIT and SDIT Madani Islamic School of Cilegon Banten Province Indonesia. *An International Journal of Home Sciences. 2016.* P.50

[6] Fibriani Endah Sari, et.al. The Implementation of Multiple Intelligences on the Process of Teaching and Learning English. *An English Teaching journal.* 2013. P.12.

[7] J. Piaget. *The Origins of Intelligence in Children.* (New York: W.W. Norton & Company, Inc. 1963) p. 34.

language learning must consider the needs and characteristics of young learners in order to be successful in learning.

Various learning theories have been adapted in teaching second or foreign language especially English. One of them is by implementing multiple intelligences approach. Recently, multiple intelligences have been placed more than just a theory, but they have been developed into a teaching and learning model. By using multiple intelligences, students could learn in many ways. Campbell describes that the strategy based on the multiple intelligences approach could increase multimodal skills; improve attitudes and behaviors, and other benefits and students enjoy the learning process.[8]

Howard Gardner said that all of normal people have 7-9 intelligence or multiple intelligence and it has consequences on their ways to learn. Accommodating multiple intelligence of each student can improve their achievement or students' understanding because the teacher accommodate all of the way they learn. All children have potential, using Multiple Intelligence not only increasing students' opportunity in learning, but also make adults grown professionally and become on independent person.

The theory of Multiple Intelligence brings a pragmatic approach to how we define intelligence and allow us to use our

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[8] Bruce Campbell. *Multiplying Intelligence in the classroom. New Horizons for learning's on the Beam* (New York: Cambridge University Press. 1986). P. 7

students' strengths helping them learn. Students who read and write well are still smart, but they are joined by other students who have different talents. Through Multiple Intelligence, schools and classroom become settings in which a variety of skills and abilities can be used to learn and solve problems. Being smart is no longer determined by a score on test, being smart is determined by how well students learn in a variety of ways.[9] Campbell, who implemented multiple intelligences in teaching English as a second language found that multiple intelligences learning model had allowed each student to draw from his or her own strengths to approach learning.[10] Besides, Yusuf and Paridawati found that the implementation of multiple intelligences in learning English could enrich and enhance students' vocabulary mastery and accommodate their different learning styles.[11]

Multiple intelligences theory teaches us that all students have competency, and everybody is clever. Hoerr by his statement "all the students are smart in different way" teach us that all people are born as the genius persons because all of them

[9] Thomas R. Hoerr. *Buku Kerja Multiple Intelligences*. (London: Oxford University Press. 2007). P 1.

[10] Bruce Campbell. *Multiplying Intelligence in the Classroom*. New Horizons for learning's on The Beam. (New York: Cambridge University Press. 1986). P. 167.

[11] Fibriani Endah Widyasari, dkk. The implementation of Multiple Intelligences On the process of Teaching and Learning English. 2013. *An English Teaching Journal*. P. 13

have intelligences. Schools need some ways of teaching innovation. Enter the multiple intelligences model a way of teaching innovation is proposed.

One of the intelligences is linguistic. Linguistic intelligence is the capacity to use words effectively both orally and in writing. It comprises the sensitivity to the sounds, meanings and functions of language. Language learning would seem to be essentially a linguistic process, but someone with a highly developed linguistic intelligence, as measured by conventional IQ test, is not necessarily a successful second language learner. Horwitz considers that successful second language learning depends on the emotional responses of the learner.[12]

At the cognitive level, multiple intelligences theory develops a framework which assists in explaining individual variations in children second language learning proficiency. Interpersonal and intrapersonal intelligence to provide a cognitive explanation of the affective factors that impact on a child's language learning success. Musical, spatial and bodily kinesthetic intelligence is also important influences in the language learning process. Based on above explanation it is clearly seen that multiple intelligences is very appropriate for children in learning and developing English.

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[12] Allan Horwitz. *Mental Health Systems in Encyclopedia of Bioethics*. (New York: MacMillan. 1995.) P.576

SDIT Assalamah is an Islamic elementary school which is located at Ungaran. The school is one of schools that implementing Multiple Intelligences in teaching and learning activity. The teacher gets training of multiple intelligences from Next Edu in Surabaya at 2007. Here, the teacher arrange learning activity based on multiple intelligence.

Based on the explanation above the researcher was interested to conduct a research under the title Multiple Intelligences in EFL Learning.

This research focused on analyzing teacher strategies on English learning activity. Students of elementary school in general get same treatment in learning English. They have different way of learning based on their intelligences. So, the teacher need to arrange or apply strategies that accommodate all the way students learn. This treatment is the representation of multiple intelligences approach.

By conducting this research, the researcher explore the strategies used by the teacher which help students of SDIT Assalamah learning English.

B. Questions of The Research

The problems of this research are focused on:

1. How is the implementation of Multiple Intelligences in EFL learning at SDIT Assalamah Ungaran?

2. What are the strategies that represent multiple intelligences applied in EFL learning at SDIT Assalamah Ungaran?

3. What are the barriers in implementing multiple intelligences in EFL learning at SDIT Assalamah Ungaran?

C. Objectives of the Study

This research is intended to meet the following objectives:

1. To describe the implementation of multiple intelligences in EFL learning at SDIT Assalamah Ungaran.

2. To find and explain what strategies that represent multiple intelligences are applied in EFL learning at SDIT Assalamah Ungaran.

3. To find and explain the barriers of the implementation of multiple intelligences in EFL learning at SDIT Assalamah Ungaran..

D. Significances of the Study

The result of this research is important for these following significances:

1. For the Researcher

This study has significances for the writer herself as a candidate of a teacher and lecturer in teaching English is to improve an understanding of how to give the best treatment for students in this   case is in implementing multiple intelligences as a strategy of teaching by accommodating all the way students learn.

This study also significance for the writer in improving knowledge of multiple intelligences and how it implements, not only about multiple intelligences, but this study also

improves the writer's writing ability in composing educational research.

2. For the school

This study has significances for the school as the implementer of multiple intelligences to improve teachers' understanding about what multiple intelligences is, and to improve the quality of their implementation.

E. The Scope of the Study

In order to get a focused explanation, the researcher give the limitation to this research. This study, the writer will only focus on describing the implementation of multiple intelligences, find out the strategies that represent multiple intelligences and the barriers of implementing multiple intelligences in EFL learning of the 1st grade at SDIT Assalamah Ungaran.

CHAPTER II

REVIEW OF RELATED LITERATURE

This proposed research focuses on reviews related theories and literature to understand the questions theories. In this chapter the researcher would like to elaborate the theory related to the research which is done by the researcher. Each of these are discussed in the following sections.

A. Theoretical Review

In this chapter the researcher would like to elaborate the theory related to the research. Some theories related to English teaching and learning, multiple intelligences, and multiple intelligences in a classroom. Each of these are discussed in the following section.

1. The Concept of English Teaching Learning Process

This section will contain the concept of English Teaching and learning process. Those are the definition and the scope of English teaching and learning.

a. English Teaching Learning Process

According to E. Mulyasa, learning is curriculum actualization that asks educator in creating and cultivating students' activity based on the program planned.[1] Learning actually means interaction process between students and environment, so there is a better course of

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[1] E. Mulyasa, *Implementasi Kurikulum 2004 Panduan Pembelajaran KBK,* (Bandung:Rosdakarya, 2004), p. 117.

behavior.[2] Besides, Martinis Yamin defines learning as a process in changing behavior affected by environment interaction.[3] From the definition above, the researcher concludes that learning is a process to gain knowledge and change behavior of student to be a better person.

Learning can be defined as a system to teach learner by planning, actuating, evaluating systematically to reach the aim of learning effectively and efficiency.[4] Learning can be viewed from two points of view. First, learning is viewed as a system, the system of learning consists of some organized components such as, aim of learning, learning material, learning method and strategy, learning media, classroom management, learning evaluation, and remedial. Secondly, learning viewed as a process, means that learning is a series of efforts or activities of teachers in order to make students learn, the process include preparing/ planning, actuating, following up.[5]

English is a compulsory subject of student in elementary school, it means the English learning process

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[2] E. Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik dan Implementasi*, (Bandung: Rosdakarya, 2003), P. 100.

[3] Dwi Suginto. *Belajar dan Pembelajaran 1*. (Tuban: universitas PGRI Ronggolawe Tuban, 2010). P. 3

[4] Kokom Komalasari. *Pembelajaran Kontekstual "Konsep dan aplikasi"*. (Bandung: PT Refika Aditama. 2010). P. 3.

[5] Kokom komalasari. *Pembelajaran Kontekstual "Konsep dan aplikasi"*… p.3.

is an interaction between learner and teacher in order to achieve goal of learning. Besides, learn English as a knowledge.

b. The Aim and the Scope of English Teaching Learning Process

English subject in elementary school is meant to develop skill of language accompanying action. English is used for interaction and are "here and now". The topic of the conversation revolves around the context of the situation. In order to reach this competence, learners need to be prepared and used with different types of pairs to be essential to a more complex interaction.

English subject in elementary school is aimed to 1). Develops a competence of communicating in a limited form of verbal communication in the context of school. 2). has an awareness of the nature and importance of English to improve the nation's competitiveness in a global society.

The scope of English subject in elementary school is include a limited verbal communication ability in the context of the school, which includes listening, speaking, reading, and writing aspects. The skills of writing and

reading are directed to support the learning of verbal communication. [6]

2. The Concept of Intelligence

Intelligence, which is known as a key factor in learning and academic outcomes, was first considered as a single entity with which one is born and that cannot be changed.[7] In this chapter we will discuss the definition of intelligence. There are some experts define intelligences in different way. Due to factors influenced, such as experience, background of education, culture, religion, location, etc.[8]

According to oxford dictionary the word intelligence means ability to acquire and apply knowledge and skills.[9] Besides, Piaget stated intelligence is an action caused calculation for conditions optimally to life in relation between organism and environment effectively.[10] On the other

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[6] Permendikbud nomor 24 tahun 2016 tentang KI, KD Kurikulum 2013 SD/MI.

[7] Dolati, Zahra dan Tahriri, abdoresa. *EFL Teacher's Multiple Intelligences and Their classroom practice*. 2017. P.1

[8] Adi W. gunawan. *Genius learning strategy: petunjuk praktis untuk menerapkan Accelerate Learning*. (Jakarta: PT. Gramedia Pustaka Utama, 2006). P. 217.

[9] Oxford dictionary

[10] Uno Hamzah B. *Orientasi Baru dalam Psikologi Pembelajaran*. (Jakarta: Bumi Aksara, 2008). P. 59.

hand, Gardner gives the other definition about intelligence that is a skill to solve a problem developing new problem to solve, then take a value from the problem solved as the lesson of life.[11]

Based on definition above the researcher concludes intelligence is an ability to people was born to apply knowledge in solving problem and in adapting any situation founded. Intelligence gives big impact to individual development. It seen from a different ability in daily activity and ways solving a problem.[12]

3. **Multiple Intelligences**

This section contain the concept of multiple intelligences. There are the definition of multiple intelligences and the types of multiple intelligences described below.

a. **The Definition of Multiple Intelligences**

Almost 80 years after the first intelligence tests were developed, a Harvard psychologist named Howard Gardner challenged this commonly held belief. He proposed in the book Frames of Mind the existence of at least seven basic intelligences. More recently, he has added an eighth and discussed the

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[11] Nana Syaodih Sukmadinata. *Landasan Psikologi Proses Pendidikan*. (Bandung: Remaja Rosdakarya, 2007). P. 96.

[12] Abdul Rahman Shaleh. *Psikologi Suatu Pengantar Dalam Perspektif Islam.* (Jakarta: Kencana, 2008). P. 269.

possibility of a ninth. In his theory of multiple intelligences (MI theory), Gardner sought to broaden the scope of human potential beyond the confines of the IQ score. He seriously questioned the validity of determining intelligence through the practice of taking individuals out of their natural learning environment and asking them to do isolated tasks they would never done before and probably would never choose to do it again. Instead, Gardner suggested that intelligence has more to do with the capacity for solving the problems and fashioning products in a context-rich and naturalistic setting.[13]

Further, Gardner's pragmatic definition of intelligence renders this usually murky construct manageable and concrete. This definition focuses on dynamic processes, problem solving, and contributing to others, common activities in most classrooms. Nor does the definition limit intelligence for a static, quantifiable number.[14] Many teachers claim that multiple intelligence provides a language or vocabulary to perceive and articulate a broader array of student talent. Teachers frequently express

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[13] Thomas Armstrong. *Multiple intelligences in the Classroom*. (Alexandria: ASDC, 2009). 3rd ed. P. 6.

[14] Linda Campbell, Bruce Campbell. *Multiple Intelligence and Student achievement*. (Alexandria: ASCD, 1999), P. 4.

frustration with the limited forms of recognition available to students in traditional curriculums, where linguistic and mathematical skills dominate. With multiple intelligence, educators can identify and affirm a wider spectrum of student competence.

Howard Gardner is not the first person who suggests that there is more than one intelligence. J. P. Guilford created the structure of intellect, a model that identified more than 90 different intellectual capacities, and Robert Sternberg has developed the Triarchic Theory of intelligence, which contains three forms of intelligence. Recently, Daniel Goleman's Emotional Intelligence and Robert Cole's Moral Intelligence have received national attention. All of these theories share the belief that intelligence is a multifaceted, complex capacity. Gardner's model is distinguished from the other theories by its breadth, its scientific basis, and its educational implications.[15]

The theory of Multiple Intelligences has been called as popular pseudoscience. But it has also been cheered by those who want a theory to back up their belief in the full range of human talents. Howard Gardner is precise with his scientific definition of an

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[15] Thomas R. Hoerr. *Becoming MI School*. (Alexandria: ASCD. 2000). P. 4.

intelligence. Each one must meet eight criteria, one of which is that psychometric evidence supports its existence.[16]

There are many other theories of intelligence and even other concept of multiple intelligences. We can find value in all of them. However, different ways of seeing have different results. For example, if you choose to see intelligence in only the IQ score, then intelligence will be bestowed only on a certain few. If you choose to see intelligence sweeping over the whole range of human talents, then everyone is clever.

b. **The Type of Multiple Intelligences**

Gardner describes each intelligence in detail. He explains each intelligence and gives examples of professionals who are strong in each intelligence. For instance, a scientist like Albert Einstein is strong in logical-mathematical intelligence, while Michael Jordan is strong in bodily-kinesthetic intelligence. The description each intelligences are given below:

1) Verbal-Linguistic Intelligence

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[16] Mike Fleetham. *Multiple Intelligence in Practice "enhanching self-esteem and learning in the classroom"*. (Cornwall: Network Continuum Education. 2006). P. 20

This intelligence represents the capacity to use language in an effective manner in speech and writing. It also includes being able to use language for convincing others, understanding patterns of a language (in terms of grammar use or appropriateness of language). This intelligence is involved in using language to remember information, tell stories, jokes, write a letters or poetry.

2) Logical-Mathematical Intelligence

This intelligence represents the skill to use numbers effectively and reason well. This intelligence is involved in recognizing abstract patterns, making predictions, sequencing, problem solving and scientific investigation. People who are strong in this intelligence are mathematicians, engineers, accountants, logicians, computer programmers, and scientist.

3) Spatial-Visual Intelligence

Spatial-Visual intelligence features the potential to recognize and manipulate the patterns of wide space as well as the patterns of more confined areas.[17] It also involves

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[17] Howard Gardner. *Intelligence Reframed: Multiple Intelligences For the 21st Century*. (New York: Basic Books. 1999). P. 42

visualizing things either mentally or graphically. The ability to solve problems related to the notion of space such as using a map to locate a place in a city or drawing a floor plan are examples of SV intelligence. Some people who are strong in this intelligence are architects, navigators, painters, sculptors, and graphic artists.

4) Bodily-kinesthetic intelligence

Bodily-kinesthetic intelligence involves the ability to solve problems using the body and being able to express thoughts, ideas, and emotions through movements and gestures. Activities such as riding a bike, typing, and cooking, building things, driving a car, miming, dancing and playing sports are examples of using this intelligence. Some professionals who are strong in BK are athletes, dancers, acrobats, and actors.

5) Musical Intelligence

Musical intelligence entails skill in the performance, composition, and appreciation of musical patterns. It also entails the ability to hum, whistle or sing a tune. Composing songs, playing musical instruments and even creating

music from objects that are not intended to be a musical instrument are some examples of using musical intelligence, for instance, those who usually enjoy singing in the shower , singing along with a song, listening to music or creating new songs based on a familiar tune.

6) Interpersonal Intelligence

Interpersonal intelligence denotes a person's capacity to understand the intentions, motivations, and desires of other people and consequently to work effectively with others. It entails the ability to have empathy with others and care for other people.

This intelligence has been valued more in job requirements, it is really important to jobs that require leaders who are able to motivate others in a respectful and successful manner. Professions such as religious leaders, teachers, salespeople, politicians, counselors, and all kinds of team leaders (coaches, coordinators, supervisors, directors) need acute interpersonal intelligence.

7) Intrapersonal Intelligence

Intrapersonal intelligence Involve the capacity to understand oneself, to have an effective working model of oneself- including

one's own desires, fears, and capacities- and to use such information effectively in regulating one's own life. [18] This intelligence involves self-reflection, self-awareness, self-consciousness, and introspection.

8) Naturalist Intelligence

Gardner states that naturalist intelligence is valued in many cultures, both in culture with scientific orientation and without it. The ability to distinguish species that are harmful or beneficial to humans is one of the skills of a naturalist person. Gardner also adds a naturalist demonstrates expertise in the recognition and classification of the numerous species-the flora and fauna- of his or her environment.[19] People such as biologists, environmentalists, ornithologists, and geologists are strong in the naturalist intelligence. One example of the naturalist is the French Jacques Cousteau, who travelled the world in expeditions to explore the oceans.

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[18] Howard Gardner. *Intelligences Reframed: Multiple Intelligences For 21st Century*. (New York: Basic Books. 1999). P. 43.

[19] Howard Gardner. *Intelligences Reframed: Multiple intelligences for the 21st Century.* (New York: Basic Books. 1999). P. 48.

4. Multiple Intelligences in a Classroom

Although many psychologists do not support the theory of multiple intelligences, many educators agree with Gardner's view of intelligence and use MI in their teaching. Several examples confirm the consideration of MI in education and some researchers have analyzed the application of MI in the US.

Many schools in the US have changed their curriculum in order to apply the theory and teachers on a local level have had training in MI. East Elementary teachers in Athens, Ohio, had some training with David Lazear about seven years ago. Lazear presented a two-day workshop about the theory and its application in teaching. Some teachers started to use MI in their teaching including the special educator. In 2003, east Elementary teachers and educational aids all had another training in MI in order to extend the application of MI in the school.[20]

As described before, the application of MI in education is expanding more not only in the USA but also in other countries like Brazil. MI is part of many school curriculums like The Key School, an elementary school in

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[20] Maria do Rozario de Lima Botelho. Multiple Intelligence Theory in English Language Teaching "An Analysis of Current Textbooks, Materials and Teachers' Perceptions. *A thesis*. 2003. P.34.

Indianapolis, Cambridge port School in MA and East Elementary School in Athens, OH. Multiple Intelligences also applied in some schools in Indonesia. Munif Chatib is one of educator who implement MIA and he went through the guidance of Howard Gardner and based on the theory from Thomas Armstrong and Gardner successfully completing a tools to identify students intelligences named Multiple Intelligences Research (MIR) to be applied in Indonesia.[21] Since 2003 there are 30 schools who had a training of multiple intelligence and get a consultation from *Nextworld view*, most of them still applied the theory of multiple intelligence until now. [22] The application of MI is perhaps more common in elementary schools however, teachers in some middle schools and universities also apply MI to their teaching.

Stefanakis claims that applying MI with portfolios is an excellent way to address diversity in the classroom as well as to empower students to achieve success in learning. In the words of stefankis: "*all children have multiple intelligences and it is our job as educators to use*

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[21] Munif Chatib. *Sekolahnya Manusia* (Bandung: Kaifa. 2018). 3rd Printing. P. 174.

[22] Munif Chatib. *Sekolahnya Manusia* (Bandung: Kaifa. 2018). 3rd Printing. P. 167

their capabilities, not disabilities to become more effective teachers".[23]

Teachers, who have applied MI in their teaching, state the benefits that the theory brings to their learners such as having several ways to learn and to demonstrate their learning, through using their strong intelligences and/or by developing their weak ones (as well as by using their learning styles). Variety is also mentioned as a way of motivating students to learn and giving choices for students to demonstrate their learning. MI also allows variety in teaching and challenges teachers. Many educators agree that MI Theory certainly contributes to general education and that is the reason why so many teachers have started to learn more about MI and apply it in their teaching.[24] Teachers can consider learners' profiles when using MI in their teaching. Berman wrote:

Gardner's work on intelligence can profoundly affect the way we view our pupils. People are people and they have the same basic needs and potential talent regardless of their race, ethnic background or economic circumstances. The concept of Multiple Intelligences

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[23] E. H. Stefanakis. *Multiple Intelligences and Portofolios: A Window into the learner's mind.* (Portsmouth: Heinemann. 2002). P. xxvii.

[24] Maria do Rozario de Lima Botelho. Multiple Intelligence Theory in English Language Teaching "An Analysis of Current Textbooks, Materials and Teachers' Perceptions. *A Thesis.* 2003. P.34.-35.

gives us the possibility of identifying and accommodating both the classroom environment and the activities we make use of to cater for these needs and talents. The end result can be that people fall in love with learning instead of regarding the time they spent at school as nothing more than a black cloud that hung over their heads until they came to the end of their prison sentence.[25]

5. **Learning Activity Based on Multiple Intelligences Approach**

   a. Preparation

   Learning activity based on Multiple Intelligence Approach need to be prepared well. Teacher needs to design an activity that appropriate to students. Paul Suparno on the thesis of Candra stated that there are some steps that must be done to the successfully of learning, those are:

   1) Recognizing students Intelligences

   Students intelligences could be recognize by using test, observing students during learning activity in classroom or out of classroom, and collecting students' document.

   2) Preparing teaching learning process

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[25] M. Berman. *A Multiple Intelligences Road to an ELT Classroom*. (Wales, UK: Crown House Publishing Limited. 1998). P. 195.

In this step, teacher need to prepare how they will teach based on multiple intelligences approach. There are some things to take care of in preparing teaching learning process, which is focus on specific topic, considering the intelligences that appropriate with the topic, strategies of learning, and arranged into sequence of activity.

3) Determines evaluation

Teacher should prepare the evaluation before learning activity. It will help teacher easy to evaluate students in the end of learning activity.[26]

Besides, some experts also stated that teacher also need to prepare their teaching learning process by making a lesson planning. Munif chatib stated that lesson planning uses as plan makes by teacher before learning activity to give instruction in the activity of learning. Thomas Armstrong explain that the theory of Multiple Intelligences provides a context within which educators can address any skill, content area, theme, or instructional objective and develop at least eight ways to teach it. Essentially, MI theory offers a means

[26] Mila Dwi Candra. Penerapan pembelajaran Berbasis Multiple Intelligences Pada Siswa Kelas V di SD JUARA Gondokusuman Yogyakarta. (Yogyakarta: UNY. 2015). *A Thesis*. P. 24-25.

of building daily lesson plans, weekly units, year-long themes, and programs in such a way that all students can have their strongest intelligences addressed at least some of the time.[27]

From opinion above, the researcher conclude that making lesson plan can help teacher in teaching learning process. It makes teacher easier to give instruction because it has planned before. Lesson plan is developed based on syllabus.

The components of lesson plan stated by Munif Chatib include:

1) Header, it contains identity e.g. teacher's name, School or institution, major (could be changed with theme or sub-theme, theme include main idea of the lesson including basic competence), grade/ semester, date created and date of implementation.

2) Content, it contains activity of learning those are: Apperception (include Alpha Zone, warmer, pre-teach, and scene setting), learning strategy, procedure of activities, teaching aids, evaluation and footer.[28]

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[27] Thomas Armstrong. *Multiple Intelligences in the Classroom*. (Alexandria: ASDC. 2009). 3rd Ed. P. 64.

[28] Munif Chatib. *Sekolahnya Manusia "Sekolah Berbasis Multiple Intelligences di Indonesia*. (Bandung: Kaifa, 2018). 3rd Edition. P. 57

Besides, Armstrong stated the components of lesson plan that is: 1) level of students, 2) subjects, 3) objective, 4) daily activities based on each intelligences.[29]

From the explanation above, the researcher conclude that there is no certain format about the lesson plan based on MIA.

b. Implementation

Every children have their own way to learn. Any information can be successfully accepted by students if their way of learning is accommodate well. Thomas Armstrong explain about the strategy of learning by the theory of Multiple Intelligence Approach.

Multiple Intelligence theory opens the door to a wide range of teaching strategies that can be easily implemented in the classroom. In many cases, they are strategies that have been used for decades by good teachers. In other cases, the theory of multiple intelligences offers teachers an opportunity to develop innovative teaching strategies that are relatively new to the educational scene.[30]

Because of these individual differences among students, teachers are best advised to use a broad range of

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[29] Thomas Armstrong. *Multiple Intelligences in the Classroom*. (Alexandria: ASDC, 2009). 3rd edition. P. 68.

[30] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 72.

teaching strategies with their students. There is no single and absolute method in a teaching process. Teachers in selecting methods and implementing them in their courses should take into consideration some issues such as the content of the topics and lesson plans proper to their students' profile.[31] Those are teaching strategies based on multiple intelligences by Thomas Armstrong:

1) Teaching Strategies for Linguistic Intelligence

Linguistic intelligence is perhaps the easiest intelligence to develop strategies for, because so much attention has been given to its cultivation in the schools. The five strategies described below are accessible to a broader range of learners because they emphasize open-ended language activities that bring out the linguistic intelligence in every learner. Those are: storytelling, brainstorming, tape recording, journal writing, and publishing

Storytelling, Prepare for storytelling by listing the essential elements you'd like to include in the story. Then use your imagination to create a special land, a group of colorful characters, or a whimsical plot to carry the message home. It may help to

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[31] Nerguz Bulut Serin, et. Al. The Relationship between the primary teachers' teaching strategies and their strengths in Multiple Intelligences. *Elsevier-Procedia Social and Behavioral Sciences 1 Journal*. (Cyprus International University: ScienceDirect. 2009). P. 708.

visualize the story at first and then practice telling it to a spouse or to a mirror. Stories need not be especially original or fabulous for children to benefit from them.

Brainstorming, The brainstorming can be about anything: words for a class poem, ideas for developing a group project, thoughts about material in a lesson being taught, suggestions for a class picnic, and so forth. The general rules for brainstorming are: participants share whatever comes to mind that is relevant, no put-downs or criticisms of any idea are allowed, and every idea counts. After everyone has a chance to share, look for patterns or groupings in the ideas, invite students to reflect on the ideas, or use the ideas in a specific project. This strategy allows all students who have an idea to receive special acknowledgment for their original thoughts.

Tape Recording, tape recorders or other audio recording devices, including some software, are among the most valuable learning tools in any classroom. This is because they offer students a medium through which to learn about their linguistic powers and help them employ verbal skills to communicate, solve problems, and express inner feelings.

Tape recorders can be used as collectors of information (e.g. in interviews) and as reporters of information (e. g. Talking books). Tape recorders can also be used to provide information. For instance, one can be placed in each activity center so students can listen to information about the topic in that center. Every classroom should have tape recorders available, and teachers should plan on using them regularly to promote the growth of students' minds.

Journal Writing, keeping a personal journal involves students in making ongoing written records related to a specific domain. The domain can be open-ended ore quite specific. Journals can be kept in math, science, literature, or other subjects. They can be kept entirely private, shared only between teacher and students, or regularly read to the class. They can also incorporate with multiple intelligences by allowing drawings, sketches, photos, dialogues, and other nonverbal data.

Publishing takes many forms. Students can submit their writing to a class or school newspaper, a city newspaper, a children's magazine, or some other publishing source that accepts student work. After publication, encourage interaction between the authors and the readers. You might even have special

student autographing parties and book circles to discuss students' writings. When children see that others care enough about their writing to reproduce it, discuss it, and even argue about it, they become linguistically empowered and are motivated to continue developing their writing craft.[32]

2) Teaching Strategies for Logical-Mathematical Intelligence

Typically, logical-mathematical thinking is restricted to math and science courses. The following are five major strategies for developing logical-mathematical intelligence that can be employed in all school subjects.

Calculations and Qualifications, in line with school reform efforts, teachers are being encouraged to discover opportunities to talk about numbers both inside and outside the math and science arena. However to keep alert for interesting numbers and intriguing math problems wherever they may be found. By tuning into the highly logical students, and other students can learn to see that math belongs not just in math class but in life.

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[32]Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 73-76

Classifications and Categorizations, the logical mind can be stimulated anytime information is put into some kind of rational framework, whether the data be linguistic, logical-mathematical, spatial, or other kind. For example, in a unit on the effects of climate on culture, students might brainstorm a random list of geographic locations and then classify them by type of climate. Or, in a science unit on states of matter, the instructor might put the names of three categories (gas, liquid, solid) at the top of columns on the blackboard and then ask students to list examples of things belonging to each category. The value of this approach is that disparate fragments of information can be organized around central ideas or themes, making them easier to remember, discuss, and think about.

Socratic Questioning, In Socratic questioning, the teacher serves as a questioner of students' point of view. The Greek sage Socrates is the model of this type of instruction. Instead of talking at students, the teacher participates in dialogues with them, aiming to uncover the rightness or wrongness of their beliefs. Students share their hypotheses about how the world works, and the teacher guides the "testing" of these

hypotheses for clarity, precision, accuracy, logical coherence, or relevance through artful questioning.

Heuristics, the field of Heuristics refers to a loose collection of strategies, rules of thumb, guidelines, and suggestions for logical problem solving. Heuristics can be regarded as a major teaching/ learning strategy. While the most obvious applications of heuristics are in the math and science fields, heuristic principles can also be used in subjects other than these. In trying to envision solutions to the problems of government waste, for example, a student might look for analogies by asking himself what other entitles create waste. While looking for the main idea in a reading passage, a student might separate out each part of the passage (into sentences) and subject each part to the qualifying tests of a key point. Heuristics provides students with logical maps, so to speak, to help them find their way around unfamiliar academic terrain.

Science Thinking, this strategy is especially important given research showing that up to 70 percent of adults lack a fundamental understanding of the scientific process. There are ways to spread science thinking across the curriculum. For instance,

students can study the influence important scientific ideas have had on history.[33]

3) Teaching Strategies for Spatial- Visual Intelligence

Spatial intelligence has to do with pictures, either the pictures in one's mind or the pictures in the external world, such as photos, movies, drawings, graphic symbols, ideographic languages, and so forth. Unfortunately, in today's schools the "sensory-channels" model of presenting information to students through visual as well as auditory modes sometimes translates into simply writing on the board, a practice that is linguistic in nature. Here are five teaching strategies designed to use students' spatial intelligence for academic purposes.

Visualization, one of the easiest ways to help students translate the book and lecture material into pictures and images is to have them close their eyes and draw whatever is being studied. An application of this strategy involves having students create their own inner blackboard in their mind's eye. A more open-ended application of this strategy makes students can draw or talk about their experiences. Teachers can also lead students through more formal "guided

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[33] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 76-79

imagery" sessions as a way of introducing them to new concepts or material.

Color Cues, highly spatial students are often sensitive to color. There are many creative ways to put color into the classroom as a learning tool. Use a variety of colors of chalk, markers, and transparencies when writing in front of the class. Provide students with colored pencils and pens and colored paper on which to write assignments. Students can learn to use different colored markers to "color code" material they are studying. Use color to emphasize patterns, rules, or classifications during instruction. Finally, students can use their favorite colors as stress reducer when coping with difficult problems.

Picture Metaphors, a metaphor involve comparing one idea to another, seemingly unrelated idea. A picture metaphor expresses this concept in a visual image. However, educators can tap thin underground stream to help students' master new material. The educational value of using metaphors lies in establishing connections between what a student already knows and what is being presented. Think of the key point or main concept you want students to learn, then link that idea to a visual image.

Idea Sketching, teacher should recognize the value that this kind of visual thinking can help students articulate their understanding of subject matter. The data sketching strategy involves asking students to draw the key point, main idea, central theme, or core concept being taught. To prepare students for this kind of drawing, it can begin by playing Pictionary games so students get used to the notion of making rapid drawings to convey central ideas. Then begin to ask students to draw the concept or idea you want to focus on in a lesson. This strategy can be used to evaluate a student's understanding of an idea, to emphasize a concept, or to give students ample opportunity to explore an idea in greater depth. Do not evaluate the artistic quality of the drawings, instead seek to "draw out" students' understanding from the sketchers.

Graphic Symbols, one of the most traditional teaching strategies involves writing words on the blackboard. Especially after primary school, is drawing pictures on the board, even though pictures may be extremely important to the understanding of the spatially inclined students. Consequently, teachers who can support their teaching with drawings and graphic symbols as well as words, may be reaching a

wider range of learners. This strategy requires you to practice drawing at least some part of your lesson by creating graphic symbols that depict the concepts to be learned.[34]

4) Teaching Strategies for Bodily-Kinesthetic Intelligence

Students may leave their textbooks and folders behind when they leave school, but they take their bodies wherever they go. Consequently, finding ways to help students integrate learning at a "gut" level can be very important to increasing their retention, understanding, and interest. The following strategies show how easy it is to integrate hands-on and kinesthetic learning activities into traditional academic subject like reading, math, and science.

Body Answer, ask students to respond to the instruction by using their bodies as a medium of expression. The simplest and most overused example of this strategy is asking students to raise their hands to indicate understanding. This strategy can be varied in any number of ways. Instead of raising hands, students could smile, blink one eye, and hold up

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[34] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 79-82

fingers (one finger to indicate just a little understanding, five fingers show complete understanding), make flying motions with their arms, and so forth.

Classroom Theater, to bring out the actor in each of your students, ask them to enact the texts, problems, or other material to be learned by dramatizing or role-playing the content.

Kinesthetic Concepts, this strategy involves introducing students to concepts through physical illustrations or asking students to pantomime specific concepts or terms of the lesson. This strategy requires students to translate information from linguistic or logical symbol systems into purely bodily-kinesthetic expression. Here are just a few examples of concepts that might be expressed through physical gestures or movement: soil erosion, cell mitosis, political revolution, supply and demand, subtraction (of numbers), the epiphany (of a novel), and biodiversity in an ecosystem. Simple pantomimes can also be extended into more elaborate creative movement experiences or dances.

Hands-on Thinking, students who are highly developed in the fine-motor aspect of bodily-kinesthetic intelligence should have opportunities to

learn by manipulating objects or by making things with their hands. The teacher can extend this general strategy into many other curricular areas as well. At rote level, students can study spelling words or new vocabulary words by forming them in clay or with pipe cleaners. At a higher cognitive level, students can express complex concepts by creating clay or wood sculptures, collages, or other assemblages.

Body Maps, the human body provides a convenient pedagogical tool when transformed into a reference point or "map" for specific knowledge domains. One of the common examples of this approach is the use of fingers in counting and calculating. We can map out many other domains onto the body. The body can also be used to map out a problem solving strategy in math. By repeating physical movements that represent a specific process or idea, students can gradually internalize the process or idea.[35]

5) Teaching Strategies for Musical Intelligence

In the 20[Th] Century, advertisers has discovered that musical jingles help people remember their client's product. Educators, however have been

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[35] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 82-85

slower to recognize the importance of music in learning. The following strategies will help you begin to integrate music into the core curriculum.

Rhythms, Songs, Raps, and Chants, take the essence of whatever you are teaching and put it into a rhythmic format that can be either sung, rapped, or chanted. At a rote level, this can mean spelling words to the rhythm of a metronome or singing the times tables to the tune of a popular song. Teacher can also identify the main point you want to emphasize in a lecture, the main idea of a story, or the central theme of a concept and then place it in a rhythmic format. Inviting students themselves to create songs, raps, or chants that summarize, synthesize, or apply meanings from subject they are studying moves students to an even higher level of learning. This strategy can also be enhanced through the addition of percussion or other musical instruments.

Discographies, supplement your bibliographies for the curriculum with lists of recorded musical selections tapes, compact discs, MP3 files, and other audio formats that illustrate, embody, or amplify the content you want to convey. Additionally, you can find recorded musical phrases, songs, or pieces that

sum up in a compelling way the key point or main message of a lesson or unit.

Super memory Music, students should be in a relaxed state while the teacher rhythmically gives the information to be learned (e. g. Spelling or vocabulary words, history, facts, science terms) against the musical background.

Musical Concepts, musical tones can be used as a creative tool for expressing concepts, patterns, or schemas in many subjects. For example, to convey musically the idea of a circle, begin humming at a certain tone, drop the tone gradually (indicating the gradual slope of the circle) to a low note, and then gradually move up toward the original tone. You can use similar techniques to express cosines, ellipses, and other mathematical shapes. You can also use rhythms to express ideas. This strategy offers ample opportunity for creative expression from both teachers and students.

Mood Music, locate recorded music that creates an appropriate mood or emotional atmosphere for a particular lesson or unit. Such music can even include sound effects, nature sounds, or classical or

contemporary pieces that facilitate specific emotional states.[36]

6) Teaching Strategies for Interpersonal Intelligence

Some students need time to bounce their ideas off other people if they are to function optimally in the classroom. Every educator should be aware of teaching approaches that incorporate interaction with and among people. The following strategies can help tap each student's need for belonging and connection to others.

Peer Sharing, sharing is perhaps the easiest of MI strategies to implement. All you need is ask student to share any topic. Sharing periods can be short or extended. Peer sharing can also evolve into peer tutoring or cross age tutoring.

People Sculptures, anytime students are brought together to collectively represent in physical form an idea, a concept, or some other specific learning goal, there is the possibility for a people sculpture to exist. In language arts, students can build people sculptures to represent spelling words, sentences, or whole paragraph. The beauty of this approach is to represent people things that were formerly represented only in

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[36] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 85-87

books or lecturers. People sculptures raise learning out of its remote theoretical context and put it into an immediately accessible social setting.[37]

Cooperative Groups

Cooperative groups are particularly suitable for MI teaching because they can be structured to include students who represent the full spectrum of intelligences. Cooperative groups provide students with a chance to operate as a social unit an important prerequisite for successful functioning in real-life work environments.

Board Games, this is a fun way for students to learn in the context of an informal social setting. Board games can be easily made using manila file folders, magic makers (to create the typical winding road or path), a pair of dice, and miniature cars, people, or colored cubes (available at toy stores or at teacher supply stores) to serve as the game pieces. The teacher can also design board games that involve quick open-ended or activity-oriented tasks. Simply place the directions or activities on each square or card.[38]

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[37] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 88
[38] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 89-90

Simulations, a simulation involve a group of people coming together to create an "as-if" environment. Simulations can be quick and improvisational in nature, with the teacher providing an instant scenario to act out, or they can be ongoing and require substantial preparation, such as props, costumes, and other paraphernalia to support the illusion of a particular area or region of the world.

Although this strategy involves several intelligences (including bodily-kinesthetic, linguistic, and spatial), it is included in the interpersonal section because the human interactions that take place help students develop a new level of understanding. Through conversation and other interactions, students begin to get an insider's view of the topic they are studying.[39]

7) Teaching Strategies for Intrapersonal Intelligence

Most students spend about six hours a day, five days a week in a classroom with 25 to 35 other people. For individuals with strong developmental intrapersonal intelligence and an introverted personality, this intensely social atmosphere can be somewhat claustrophobic. Hence, teachers need to

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[39] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed.* (Alexandria: ASCD. 2009). P. 87-91

build in frequent opportunities during the day for students to experience themselves as autonomous beings with unique life histories and a sense of deep individuality. Each of the following strategies helps accomplish this aim in a slightly different way.

One-Minute Reflection Periods, this strategy offer students time to digest the information presented or to connect it to happenings in their own lives. They also provide a refreshing change of pace that helps students stay alert and ready for the next activity. During this strategy, there is to be no talking and students are simply thinking about what has been presented in any way they'd like. Silence is usually the best environment for reflection, but occasionally might try using background "thinking" music as an option. Also, students should not feel compelled to "share" what they thought about, but this activity can be combined with peer sharing to make it both an intra- and interpersonal activity.

Personal Connections, the big question that accompanies strongly intrapersonal students through their school career is "what does all this have to do with my life?" most students have probably asked this question in one way or another during their time in school. It's up to teachers to help answer this question

by continually making connections between what is being taught and the personal lives of their students. This strategy, then asks you to weave students' personal associations, feelings, and experiences into your instruction. Teachers may do so through questions, statements, or request.[40]

Choice Time, giving students choices is a much a fundamental principle of good teaching as it is a specific intrapersonal teaching strategy. Choice time consists of building in opportunities for students to make decisions about their learning experiences. Making choices is like lifting weights. The more frequently students choose from group options, the thicker their "responsibility muscles" become. The choices may be small and limited, or they may be significant and open-ended. Choices may be related to content or to process. Choices may be informal and spur of the moment, or they may be carefully developed and highly structured.

Feeling-Toned Moments, this strategy suggest that educators are responsible for creating moments in teaching where students laugh, feel angry, express strong opinions, get excited about a topic, or feel a

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[40] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 91-92

wide range of other emotions. The teacher can create a feeling-toned moments in a number of ways: first, by modeling those emotions as taught. Second, by making it safe for students have feelings in the classroom by providing experiences that evoke feeling-toned reactions.[41]

Goal-Setting Sessions, One of the characteristics of highly developed intrapersonal learners is their capacity to set realistic goals for themselves. This ability has to be among the most important skills necessary for leading a successful life. Educators immeasurably help students in their preparation of life if they provide opportunities for setting goals. Try to allow time every day for students to set goals for themselves. You may also want to show students different ways of representing those goals and methods for charting their progress along the way.[42]

8) Teaching Strategies for Naturalist Intelligence

Most of classroom instruction takes place inside of a school building. For children who learn best through nature, this arrangement cuts them off from their most valued source of learning. More learning

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[41] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 93

[42] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 91-93

needs to take place for these kids outside in natural settings and more of the natural world needs to be brought into the classroom and other areas of the school building are two primary solutions to this problem. So that naturalistically inclined student might have greater access to developing their naturalist intelligence while inside of the school building. The strategies that have been selected for inclusion here are all drawn from one or both of these approaches.

Nature Walks, teachers might consider the benefit of "a walk in the woods" as a way of reinforcing material being learned inside of the classroom. If you are teaching about literature or a history lesson that involves any kind of natural setting, then you might use a nature walks as an opportunity to reconstruct a scene or two from the story or period of history. Also, nature walks make a superb preparation for getting your class ready to do creative writing, drawing, or other activities.

Windows onto Learning, "looking out the window" is a technique that instructors can use to further the curriculum. There are many possibilities by looking out a window in pedagogically speaking, including weather study, bird watching,

understanding time, and creative writing. In fact, looking out a window can be used as a strategy for just about any subject. As with nature walks, looking out a window can be used to set a scene for literature or history or for scientific observation.[43]

If you do not have windows in your classroom or your windows look out onto other classrooms or expanses of concrete, then it is not possible to fully realize the possibilities of this strategy. However, even then, you might use the visualization strategy from spatial intelligence to help your students imagine that they do have imaginary windows that they can look out of to gain at least some semblance of connection to the natural world.

Plants as Props, many teachers have adorned their windowsills or selves with house plants simply to create a positive ambiance for learning. However, it is also useful to consider the practical advantage of using plants as learning tools. Plants can make useful "props" as background scenery for the classroom theater and people sculpture strategies described earlier in this chapter.[44]

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[43] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 94

[44] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 95

Pet in the Classroom, this strategy underlines how important this particular addition to the classroom is in terms of sheer instructional value. Firstly, having a pet in the classroom automatically creates for many naturalistically inclined students a "safe place" where they can go to have a relationship to the natural world and to feel a sense of caring for nature's beings. Secondly, many specific instructional uses can come from having a pet in the classroom.

Eco-study, this strategy essentially means that whatever we are teaching, whether it is history, science, math, literature, geography, social studies, art, music, or any other subject, we should keep in mind it is relevant to the ecology of the earth. In essence, Armstrong on his book suggest that "ecology" should not just be a unit, course, or topic isolated from the rest of the curriculum, but that is integrated into every part of the school day.[45]

c. Evaluation

The Multiple Intelligence philosophy of assessment is closely in line with the perspective of a growing number of leading educators who have argued that authentic measures of assessment probe students' understanding of

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[45] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 93-97.

material far more thoroughly than multiple-choice or fill-in-the-blank tests. In particular, authentic measures allow students to show what they've learned in context. In other words, in a setting that closely matches the environment in which they would be expected to show that learning in real life.

There are some assessment can be used to evaluate students stated by Thomas Armstrong:

1) Authentic Assessment

Authentic assessment covers a wide range of instruments, measures, and methods. The most important prerequisite to authentic assessment in observation. Howard Gardner on Armstrong has pointed out that we can best assess students' multiple intelligences by observing students manipulating the symbol systems of each intelligence. For instance, teacher might notice how students play a logical board game, how they interact with a machine, how they dance, or how they cope with a dispute in a cooperative –learning group. Observing students solving problems or fashioning product in real life context provides the best picture of student

competencies in the range of subjects taught in school.[46]

The next most important component in implementing authentic assessment is the documentation of student products and problem solving processes. Teacher can document student performance in a variety of ways e.g. Anecdotal records, work samples, audio files, photography, students journal, student-kept charts, socio-grams, informal assessment, informal use of standardize test, student interviews, criterion-referenced assessments, checklist, classroom maps, and calendar records.

2) MI Assessment Projects

Several assessment projects have been initiated nationwide that are congruent with the fundamental philosophy of MI Theory, many of them under the direction of Howard Gardner and his colleagues at Harvard University's Project Zero. These include project at the preschool, elementary, middle school, and high school levels.[47] a) Project Spectrum, this was a preschool program. The program used several assessment instruments that are themselves rich and

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[46] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 131

[47] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 134

engaging activities forming an integral part of the spectrum curriculum. b) Key Learning Community, in this program, educators use video extensively in their assessment of learning progress. Students are videotaped at two points during the year as they are presenting their learning projects. c) Practical Intelligence for School Units, this program was a middle school infusion curriculum that sought to help students develop metacognitive skills and understandings in school-related activities. Students were evaluated on these units through contextually rich performance-based assessments. d) Arts PROPEL, this was a five-year high school arts project. The focus was on two elements: *domain projects* which designed to develop student sensitivity to compositional features, and process-folios which were ongoing collections of students' artistic productions. The evaluation procedures included self-assessment and teacher assessments that probed students 'technical and imaginative skills and their ability to benefit from self-reflection and critique from others.

3) Assessment in Eight Ways

Multiple intelligences theory supports the belief that students should be able to show competence in a

specific skill, subject, content area, or domain in any one of variety of ways. Multiple intelligences theory also suggest that any instructional objective can be taught in at least eight different ways.[48]

Using ha "eight-ways" context describes above, students may be assessed in any number of ways, including through exposure to all eight performance tasks in an attempt to discover the area in which they were most successful, by being assigned a performance task based upon the teacher's understanding of their most developed intelligence, by choosing the manner in which they'd like to be assessed themselves.

4) Assessment in Context

Multiple Intelligences Theory expands the assessment arena considerably to include a wide range of possible contexts within which a student can express competence to a specific area. It suggest that both the manner of presentation and the method of response will be important in determining a student's competence.[49] For example, if a student learns primarily through pictures, yet is exposed only to the

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[48] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 136

[49] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 137

printed word when learning new material, then they will probably not be able to show mastery of the subject. Similarly, if a student is physically oriented, yet has to demonstrate mastery through a paper and pencil test, then they probably will not be able to express what he knows. Teacher should be considering students' ability and the way students learn to make a good assessment, and make sure student can express their mastery of the material.

5) MI Portfolios

As student increasingly engage multiple intelligence project and activities, the opportunities for documenting their learning process in MI portfolios expands considerably. In the past two decades, portfolio development among reform-minded educators has often been limited to work requiring the linguistic and logical-mathematical intelligences (writing portfolios and math portfolios). MI theory suggest, however, that portfolios ought to be expanded to include, when appropriate, materials from all eight intelligences.[50]

Naturally, the kinds of materials placed in an MI portfolio will depend upon the educational

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[50] Thomas Armstrong. *Multiple Intelligences in the Classroom. 3rd ed*. (Alexandria: ASCD. 2009). P. 143

purposes and goals of each portfolio. There are at least five basic uses for portfolios. Thomas Armstrong call them "The Five C's of Portfolio Development":

a) Celebration: to acknowledge and validate students' products and accomplishments during the year

b) Cognition: to help students reflect upon their work

c) Communication: to let parents, administrators, and other teachers know about students' learning progress

d) Cooperation: to provide a means for groups of students to collectively produce and evaluate their own work

e) Competency: to establish criteria by which a student's work can be compared to that of other students or to standard or benchmark.

The process of evaluating MI portfolios and other MI performances present the most challenging aspect of their development.

B. Previous Study

Considering the topic discussed in this research, there are some researches which had conducted. Those are the research from Fibriani Endah Widyasari, et. Al, Roxana-Soria

Constantinescu, W. Charles Peeler Jefferson Jr, and Maria do Rozario de Lima botelho.

First the research from Fibriani Endah Widyasari, Dewi Rochsatiningsih, and Sujoko. The research explored about the implementation of multiple intelligences in the process of teaching and learning English. The research was conducted at SD Kristen 3 Klaten, the member of the research is students of 4Th Grade. The method used by researcher is case study. In collecting data, the researcher used interview, classroom observation and document. The data analysis technique of the research is qualitative analysis. The researcher revealed three major findings which consist of 1) the description of implementation multiple intelligences which consist of the document used, English teaching and learning activity, and other components supporting the implementation of multiple intelligence, and 2) the difficulties found out on implementing multiple intelligences, 3) solutions offered by teacher to overcome the difficulties. The result of the research shows that the teacher had knowledge about multiple intelligences. The teacher knew main characteristics, theories and activities that could be implemented in multiple intelligences. The result is teacher provides documents such as syllabus, lesson planning, learning evaluation and English material in implementing multiple intelligence. In learning activity teacher makes the lesson path which consist of some stage of learning. Besides, parents and school committee as external components

needed to support the implementation of multiple intelligence. The difficulties found by teacher in implementing multiple intelligence are dealing with the students' psychological condition which effect their behavior. On implementing multiple intelligence, students attended to move more than on they were taught in the classical method. Considering that SD Kristen 3 Klaten has two big class members, it should be at least two teacher handling each class especially on implementing MI. when teacher losing attention to control students, they attend to play more than study. To manage this problem, the teacher reads many sources and attended seminars about MI or about teaching English to young learners. So, they would find creative idea to create the appropriate activities. The teacher also provides some solutions to face the difficulties in implementing the MI by learning the students' psychological background to give the proper treatment.[51]

The strong point of the research is the writer gives clear explanations and display data very clear, it makes reader fell enjoy in reading the journal, the writer also makes reader easy to get the information needed from this journal.

The similarities with this research is data collection and data analysis technique. Both conduct an interview, observation and documentation to collect the data, and use qualitative analysis to

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[51] Fibriani Endah Widyasari, et.al. The implementation of multiple intelligences on the process of teaching and learning English. *An English Teaching Journal*. 2013. PP 12-22.

analyze the data. While the differences are the subject of research. This research uses the teacher of junior high school of sekolah alam Ar- ridho Semarang. While on the previous research uses the fourth graders of SD Kristen 3 Klaten.

The conclusion is the implementation of multiple intelligences could be done if sets of documentation such as syllabus, lesson plan, teaching material, and evaluation are provided and teacher desires to learn the multiple intelligences theory then apply it on delivering material. Teacher have to manage the classroom context, make and maintain good interaction, communication and relationship with students. The role of parents and school committee as the external components of teaching and learning are needed to support psychological, financial, and systematical, on the process of implementing multiple intelligences on teaching and learning process.

The second research is by Roxana- Sorina Constantinescu. The research explored about the application of multiple intelligences in mentoring beginning teachers. The paper focuses on relationship between mentoring the beginning teachers and multiple intelligences. The research conducted an interview in term of collecting data, the question attempted to gather information about following topics those are, the level of knowledge regarding multiple intelligence theory, perceptions and attitudes regarding use of multiple intelligences theory in mentoring process. The researcher interviewed 38 teachers from

Romania, and interpreted the results collected from 14 mentors and 14 beginning teachers. The results are most of beginning teachers heard about multiple intelligences theory. Nine of them considered that the theory might be applied in mentoring process, while five of them did not express their opinions. Only three of them indicated how the theory might positively influenced the mentoring process. The mentors had heard theory of multiple intelligences and considered that it could be successfully used in the mentoring process, although they admitted that they had not thought of doing so before, due to: the mentor uses his/her professional competences, the mentor is challenged to think more of the relationship established with the beginning teacher, the mentor may easier choose suitable methods and strategies for beginning teachers, the mentoring process becomes more creative and stimulating, the beginning teacher becomes more interested in using new approaches in his/her teaching activity, it improves the learning to learn competence.[52]

The strong point of the journal is the topic of the research those are applying multiple intelligence in mentoring beginning teachers, while usually a research gain a students as an object point. Besides, the weakness of this journal is the writer did not explain the methodology clearly, especially on the term of

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[52] Roxana- Sorina Constantinescu. The Theory of Multiple Intelligences- Applications in Mentoring beginning Teachers. (Romania: Procedia- Social and Behavioral Sciences. 2013). *A Science Direct Journal*. PP 3345-3349.

analyzing data. It makes the reader feel difficult to find that information.

The conclusion is there are many advantages of using multiple intelligences in mentoring process: the mentoring process becomes more personalized, the beginning teachers become more aware of their intellectual competencies, they also become better observers of their students and thus able to personalize the teaching learning process.

The third is a research by W. Charles. Peeler Jefferson. Jr. The research was to investigate and document the effectiveness of Howard Gardner's Multiple Intelligences theory to enhance learning in a pre-college Math course. The researcher used quantitative. The researcher used test, pre-test and post-test chosen as the instrument and using the Standardized-Test of Adult Basic Education TABE and a t-test assuming unequal variances were compared each group of participant to analyze the data. The result of the statistical findings of Howard Gardner's Multiple Intelligence showed no significant differences between two groups of participant post-test score. May be other factors than Multiple Intelligence have been responsibilities for the similarity in post-test scores.[53]

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[53] W. Charles. Peeler Jefferson, Jr. The Implementation of Multiple Intelligences in the Classroom to Enhance Student learning. (University of Wisconsin-Stout). *A Thesis*.

The strong point of the research is the writer explain clearly the methodology of the research. Although, the research is categorized as quasi experimental but the writer also explain in descriptive. So, the reader not only facing with statistical but also in word.

The research has the similarities on implementation of multiple intelligence, but there are differentiated with this research. Jefferson do an experimental research means that he applies by himself the theory of multiple intelligence to enhance learning. While this research just observe how the implementation of multiple intelligence by the teacher. And this research also different in subject and methodology.

The fourth is from Maria Do Rozario De Lima Botelho. The research explored about the current application of multiple intelligence theory in English language teaching in terms of textbooks and material, and also teachers' perceptions of issues related to multiple intelligence theory. The researcher used descriptive qualitative method. In term of collecting data, the researcher used survey as the instrument to gain an information from the teacher. The survey was answered by two groups of teachers: Brazilian EFL/ESL teacher and internationals / non Brazilian EFL/ESL teachers. The survey included question about teachers' educational background, teachers' experience, teaching context, training in ELT, teachers' knowledge about Multiple Intelligence, and interest in Multiple Intelligence. In addition,

teachers provided information about criteria for selecting textbooks as well as the way they supplement textbooks with extra material. Based on the problem of the research, the writer found 4 intelligences from analyzing textbooks there are verbal/linguistic, intrapersonal, spatial/visual, and interpersonal.[54]

The strong point of the research is the researcher giving the list of activities, techniques, materials, and descriptions of each intelligence. While the weakness of the research is the textbooks was analyzed by researcher did not contain all of intelligence, but only 4 intelligences found.

The research is different from my research in the term of collecting data, Botelho used surveys to collect data from the subject. Both of them have the similarity on the subject. They are the EFL teachers.

The conclusion of the research shows that 85.19% of subjects know MI, 90.16% of subjects use MI in their teaching, and however, 40.98% of subjects use MI unconsciously. Teachers also have interest in knowing more about the theory. Regarding textbooks, the result shows that the most important criteria for choosing textbooks are meaningful and communicative activities/exercise and method/approach/theory.

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[54] Maria do Rozario de Lima Botelho. Multiple Intelligences Theory in English Language Teaching- an Analysis of current textbooks, Materials and teachers' perceptions. (Ohio University). *A Thesis*. Pp. 163.

The fifth is a research by anis Fauzi and Eneng Farichah. The research is aimed to know the comprehension of multiple intelligences by headmaster and teacher, and also the implementation of multiple intelligences on learning process at SMPIT and SDIT Madani Islamic School Cilegon. The researcher design the research as qualitative research. The method of collecting data that is used by the research is observation, interview and documentation. The researcher use data analysis of qualitative descriptive, the steps are data reduction, data display and conclusion. The result is SMPIT and SDIT Madani covers three phases in implementing multiple intelligences, these are: input phase, process phase, and output phase. Input phase is primary identification of intelligence through early psychotic test and observe daily activity of students. Process phase did by using multiple intelligences strategy in various approaches which appropriate to students' intelligence. The last is output phase, it uses three kind of assessment these are cognitive, affective, and psychomotor.[55]

The strong point of the research is the researcher takes two schools as the object of the research. The similarity is on the implementation of multiple intelligence on learning process. while the differences is anis fauzi et.al explore two school and the

[55] Fauzi, Anis. Eneng Farichah. The implementation of multiple intelligences on Learning Process at SMPIT and SDIT madani Islamic school of Cilegon Banten Province Indonesia. *International journal of Home Science*. ss2016. P. 50-57.

learning process is general, they did not give the specific subject or material, but this research only observe English learning process.

CHAPTER III
RESEARCH METHOD

This chapter is to provide the description of the steps that are taken to conduct the study. The description involves the research design, the research instrument, the method of collecting data, and the method of analysing data.

A. Research Design

This research is classified into a descriptive qualitative. Descriptive qualitative is a research that used natural setting to interpret a particular phenomenon and done using various method.[1] While Michael Quinn describes qualitative as a research characterized by its aims, which relate to understand some aspects of social life, and its method which (in general) generate words, rather than numbers, as data for analysis.[2] Besides, Moh Nazir states that qualitative research is a research procedure which produces written or spoken descriptive data of research that is possible to observe.[3]

In this research, the writer used a method based on Michael Quinn to explain the research problem because it was

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[1] Lexy J Meleong. *Metodologi Penelitian Kualitatif*. (Bandung: Rosyda Karya, 2005). p.5.

[2] Michael Quinn. *A Guide to Using Qualitative Research Methodology*. (London School of Hygiene and Tropical medicine, 2007). p.2.

[3] Moh Nazir, *Metode Penelitian*. (Bogor: Ghalia Indonesia, 2005). p.54.

appropriate to the objectives of the research that qualitative method generally aimed to describe how the implementation of multiple intelligences is, the strategies that represent multiple intelligence and what are the barriers of that implementation in EFL learning at SDIT Assalamah Ungaran. The result emphasized more toward the data interpretation found in the field. The result is not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing word of the result and it is presented in narrative.

B. **Research Setting**

This research was conducted at SDIT Assalamah which is located at Gatot Subroto Street 106, Banaran Barat, Bandarjo, Ungaran Barat, Semarang, Jawa Tengah 50517. The subject of this research was an English teacher of 1st grade in SDIT Assalamah Ungaran.

C. **Method of Collecting Data and Instruments**
   1. **Method of Collecting Data**

This section discusses method of collecting data in this research. Method of collecting data is a strategic step in a research, because research is aimed to get a data. Without knowing the method of collecting data, researcher cannot get

the standardize data. [4] There are kinds of method in collecting data in general, which are observation, interview, documentation, and triangulation. [5]

Those are some technique gained in this research:

a. Observation

In this research, observation was used to collect data about how English teacher in SDIT Assalamah implement multiple intelligences in learning activity. The researcher conducted a passive participant-observation which was meant that the researcher was present at the scene of action but doesn't interact or participate. This observation conducted to gain data about implementation of multiple intelligence such as, the atmosphere of teaching learning process, how teacher delivers material, how student's responses and etc. Besides, the researcher did an observation was to answer research question number one and two.

b. Interview

Another method that researcher used in this research is interview. The researcher conducted a semi-structured interview, this interview is categorized as in-depth interview, which is free and enjoy for the researcher to

[4] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* (Bandung: Penerbit Alfabeta, cetakan ke-22, 2015). P.224.

[5]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D…* p.225

ask than structured interview. This interview aimed to find out the problem more open, and the researcher feel free to ask the source's opinion and ideas about the problem.

The researcher conducted an interview to gain supporting data about implementation multiple intelligences directly from the source. The data is about the reality when the teacher applies this theory to learning process.

c. Documentation

Besides doing an observation and interview, the researcher also gain document which is supporting learning activity, such as syllabuses, lesson planning, and the result of MIR *(Multiple Intelligence Research).* This document used to reinforce data from observation and interview.

2. Instruments

Instrument is the general term of a measurement device that used by researcher. The function of the instrument is to support the data of research. Instrument help researcher to find out whether the research is valid or not, it means the good instrument will achieve the goal research itself.

In presenting the study, the researcher use instruments as techniques of collecting data as follows:

a. Observation guideline

In order to answer the first research problem, the researcher used an observation guidelines. Observation guideline is the kind of instrument used to collect information about learning atmosphere, teaching procedure, teachers' role, learners' role, method and strategies used by the teacher, teachers' preparation and classroom management, etc. (Appendix 1)

b. Interview guideline

Interview is a type of instrument used to support observation guidelines. From the respondent, researcher will get information to prove the data. By interview the researcher can classify the data which are important or not. This interview contain some questions related to the implementation of Multiple Intelligeces. such as, activity during learning, learning method, students' learning style, students intelligence, MIR, barrier in implementing MIA, etc. (Appendix 2)

c. Document analysis guideline

Document analysis is various textual analytical treatments of texts as sources or objects of study. The researcher will analyze some document that support the data such as, syllabus, lesson planning, the results of Multiple Intelligences Research (MIR) and assessment. (Appendix 3)

D. Method of Analyzing Data

The data in this research was analyzed by the theory from Miles and Huberman which is consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/ verification.[6]

1. Data reduction

Data reduction is the process of taking and selecting the right data based on needed criteria. In this phase, the researcher does the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. After the data had been collected by doing an observation, interview, and documentation, it will focus based on research question of this research. In short, the data reduction is part of data analysis, which emphasizes making the data shorter, made the theme focused, and arranged the data in appropriate order. Before reducing data, the researcher organize and prepare the data for analysis first. This includes transcribing interviews, scanning material, and typing up field notes. After the data ready to analyze, then the researcher start to reduce the data.

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[6] Matthew B. Miles & A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (California: SAGE, 1994). 2nd edition. P. 10

2. Data Display

    After reducing data, the next step of analyzing is displaying the data. In this step, the researcher tried to arrange a relevant data in order to get information to make conclusions. In this research, the data are in the form of words. So, the data presented in the narration form of the word.

3. Conclusion drawing/ verification

    The third stream of analysis activity by Miles and Hubermen is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean is nothing regularities, patterns, explanations, possible configurations, causal flows, and propositions.

    After reducing and displaying the data, the data draw continuously and throughout in the study as the result of interpretation. The researcher took conclusion after interpreting the data taken.[7] The result of the research became the description of multiple intelligences implemented in English teaching learning process at SDIT Assalamah Ungaran.

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[7] Matthew B. Miles & A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (California: SAGE, 1994). 2nd edition. P. 10-11

E. Triangulation

William Wiersma stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure. [8] To reach the objectives of the research, the researcher uses the triangulation technique in collecting the data. Triangulation technique means the researcher use different of data collection technique in the same source.[9]

The researcher used documentation as triangulation to support the data. The documents are syllabus, lesson planning, the result of MIR, and also picture that supporting the data.

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[8] William Wiersma. *Research Method in Education: an Introduction.* (boston: Allyn and bacon inc, 1986)

[9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D…*p. 241

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher presents findings and discussion. The researcher would describe the implementation of multiple intelligences, the strategies that represent multiple intelligences, and the barriers in implementing multiple intelligences in EFL learning.

A. The Implementation of Multiple Intelligences in EFL Learning at SDIT Assaalamah Ungaran

Applying a multiple intelligences in English learning, SDIT Assalamah has some steps that must be done. In detail, the implementation of English learning in the SDIT Assalamah describes as follows:

1. Preparation of teaching and learning process based on Multiple Intelligences

    a. Recognizing students' intelligence

    The intelligence of each student were recognized by using a test. The test was prepared by the next edu "*Discovering Human's Multiple Intelligences*" Surabaya. This test was done at the time of admission (PPDB) each year by using MIR (Multiple Intelligences Research). Documentation of the results of the MIR also carried by researchers as an amplifier. (Attached).

    The results of MIR used as a reference to determine the appropriate class with a clump of intelligence. There

are four classes in 1st grade of SDIT Assalamah. The researcher took one class only for the data. The class was *Ibnu Sina* with a clump of spatial-visual intelligence, Kinaesthetic, interpersonal and linguistic intelligence. The result of the test shows in a table as follows:

No.	Intelligence	Point
1	Spatial- Visual	12
2	Linguistic	7
3	Bodily-Kinesthetic	4
4	Interpersonal	2
5	Musical	2
6	Naturalist	2
7	Logical-Mathematical	1
8	Intrapersonal	1

Grouping students based on the intelligence is a challenge for teacher in determining what method will be used in teaching.

b. Arranging a Lesson Planning

Lesson plan is used as planning made by the teacher prior to teaching to provide direction in the implementation of learning.

The lesson plan was prepared by the teacher based on the format of the ministry of religious affairs and conditions such as lesson plan in General. Then, based on the results of the document analysis of lesson plan, lesson plan made by English teachers containing aspects as follows:

1) Subject matter

2) KI, KD

3) Indicator

4) Learning aim

5) Learning material

6) Learning methods and approach

7) Alpha zone

8) Apperception

9) Activity

10) Teaching Aids

11) Assessment

The teacher puts the intelligences of the class in the lesson plan. It is aimed to determine the method or strategies of learning. Besides determining a method of learning based on the student's intelligence, the researcher also interest in the activity planned by the teacher. The teacher arranges an alpha zone to build a happiness atmosphere of learning English. This activity makes the student prepared well to study.

Based on the explanation above, the preparation of English learning-based on multiple intelligences approach undertaken by teachers through two stages. The stages are recognizing student's intelligence and arranging a lesson plan which is appropriate with their learning style.

2. Learning Activity Based on Multiple Intelligence Approach

On the implementation of multiple intelligences in EFL learning, the researcher refers to the initial activities below.

a. Opening Activity

Before starting the teaching and learning process the teacher led students to pray together. After praying together, the master class teacher lets class entry and start the lesson. After setting up the media to be used, English teacher started introduction activities. This activity began with the instruction of *wahidun, isnani, tsalasatun, arba'atun, tasliman,* then students greet the teachers. After that, the teacher checks students' presence and started an ice-breaking activity. Before it began, the teacher does an alpha zone by asking students to do *tepuk semangat* and *tepuk the best* to build an atmosphere of fun. After that, the teacher resumed ice breaking by singing *part of body* in Indonesian and English. After ice breaking is done, teachers start the apperception activity by asking the contents of the song, then students began to respond it.

Based on data from observations related introduction activities, the teacher has done three events namely, Alpha zone, ice breaking, and apperception. In the Alpha zone teacher asked students to do *tepuk semangat* and *tepuk the best*. Ice breaking is done by singing a song

related to the material and apperception conducted by asking the contents of the song.

b. Main Activity

After the introduction, we are going to the main activity. In this activity, the English teacher arranged an activity based on the clump of intelligence. The teacher design an activity that accommodates all of that intelligence in one meeting.

The session of the main activity is divided into two activities. That are observing and experimenting. Firstly, we are going to observing activity. In this session, the teacher began the class by showing the video about part of body in English and students observe it. After observing the video, the teacher drilling vocabulary about part of body. In this activity, the teacher uses a flash card of picture to teach vocabulary. It begins by showing a card, then drilling how to write and pronounce it correctly.

The student imitated what the teacher did. That was pronouncing vocabulary correctly and then pointing their parts of body pronounced.

Secondly, we are going to experiment activity. In this section, the students divided into small groups. The teacher gave the alphabet in a piece of paper to the students. After that, the teacher showed a flash card of picture and students observed it. After observing pictures, students

arranged the name of part of body based on the picture. In this activity, some groups can arrange the word or vocabulary correctly and some group cannot. Because the teacher gave different word.

At the end of this activity, students do the worksheet guided by the teacher.

c.   Closing Activity

In this activity, the teacher and students do the reflection together. In reflection activity, the teacher asked some questions to the students. Such as, what's learning, how's feeling, what information that students wanted to know more, etc. the question can be answered oral or written. This activity ended by reciting *hamdalah* together.

3. Learning Assessment and Evaluation

SDIT Assalamah used authentic assessment in three aspects, there are cognitive, affective, and psychomotor aspects. The assessment will be explained below.

a. Cognitive Assessment

The cognitive aspect in SDIT Assalamah assessed in some way. Teacher assessed students' cognitive competence by written test and giving an assignment. The written test was designed as a student worksheet. The teacher gave this worksheet when the material was finished. The worksheet contained *mix and match word* and *fill in the blank*. Students may open their handbook while doing their

work. Sometimes the teacher also gives an assignment to students that contain different types of question based on current material and student conditions.

b. Affective Assessment

This assessment was done during learning process. The teacher assessed how's students' respond during learning activity by doing an observation. Not only students respond but, also students' interest in learning. This assessment was aimed to know more about students' character.

c. Psychomotor Assessment

This assessment done during learning activity. The teacher assessed students' performance for the psychomotor assessment. The performance was depend on the method of the teacher. It could be discussion or presentation. In this case, the teacher choose discussion. The teacher observed how students' performance in a small group discussion. The teacher checks the group one by one to make sure that students work in a good cooperation.

B. Strategies That Represent Multiple Intelligences

Because of students' characteristic diversity, teacher is better to use various strategies which is suitable with students characteristic. As long as the teacher shifts their intelligence emphasis from presentation to presentation, there will always be a

time during the period or day when students who have their own most highly developed intelligence actively involved in learning.

There were some strategies used by the teacher during learning activities that represented multiple intelligences.

1. Sing a Song

This strategy represented bodily-kinaesthetic intelligence. The teacher used this strategy to teach "part of body". The song used in this strategy was "head shoulders knees and toes (Indonesian and English version)".

The activities of this strategy is explained below:

First, the teacher sang the song in Indonesian version. Then the students were asked to follow her. After repeating the song, the teacher started to sing in English version. In this version, the teacher sang a song and also dance. Dancing in this case was done by pointing every part of body mentioned in the song. By doing this activity, the students can get the information about the vocabulary of part of body easily.

Students with bodily- kinaesthetic intelligence need to move their body while they are learning. So, this strategy was appropriate for them. Because, one of the characteristic of young learner is learning by doing.

2. Learning through video and flash cards.

This strategy represented spatial-visual intelligence. The video contained a song about part of body. The teacher used this video in teaching "part of body".

This strategy began by observing video. The students try to gain information about the vocabulary of part of body from the video. After the video was ended, the teacher continued the activity by giving an explanation. To give a clear explanation for students, the teacher used a flash card. The card contain a picture of part of body (one card one part of body) and its vocabulary. The teacher showed a card one by one and also mentioned the pronunciation.

The students with spatial-visual intelligence can easily get the information, because it was explained and presented in visual appearances.

3. Drilling and arranging jumbled letters into a word.

This strategy represented linguistic intelligence. This strategy used to give an intensive explanation about the pronunciation and spelling of each vocabulary. The teacher drilled the students by using a card of picture. After all vocabularies was drilled, the teacher gave a chance for students to explore their knowledge. The exploring activity was arranging a jumbled letters. The teacher gave some pieces of paper that contain a letter. Students were asked to arrange it into a word/vocabulary mentioned by the teacher. This activity also make students easy to remember the vocabulary.

4. Cooperative groups

This strategy represents interpersonal intelligence. This strategy used in collaboration with the third strategy (arranging

a jumbled letter). The teacher divided the students into eight groups. Each group contained 4 students. The project was finding or arranging a word from jumbled letters. The students may open their handbook while they were arranging. The teacher started the activity by mentioning a word that should be find by the groups. Each groups has different letter. So, there was a group that could not find a word mentioned. The group who could find the word and arrange it correctly got score 1. In the end of this activity the first and the seventh group got the best score. The winner groups got a reward from the teacher. This activity make students socialized to other. This activity also train students to work in collaboration with others and raise their friendship.

C. The Barriers of Implementation of Multiple Intelligences in EFL Learning at SDIT Assalamah Ungaran

The researcher found the teacher's difficulties in carrying out English teaching learning process at 1st grade. The difficulties are; 1) Students have heterogeneous character. It makes the teacher continuously adapting and preparing more media in teaching. 2) The school does not facilitate all learning media. Some media existed such as projector, but in some situations, the teacher should bring media that related to the material by herself. 3) Different classes with the different condition make the teacher a little bit difficult to design a treatment too.

In conclusion, different character and intelligence of students became barriers for teacher in delivering material.

D. **The Discussion of The Implementation, the Strategies That Represent Multiple Intelligences and The Barriers in Implementing Multiple Intelligences in EFL Learning at SDIT Assalamah Ungaran**

Based on the analysis, the researcher found that the implementation of multiple intelligences in EFL learning at SDIT Assalamah is quite good. School committee doing a preparation before the learning process. The preparation is started by doing a test to recognize students' intelligence. MIR (Multiple Intelligence Research) as a tool to recognize the intelligence is prepared by Next Edu Surabaya by Munif Chatib. After the school committee has recognizing intelligence and dividing the class, the teacher continuing the preparation by making a lesson plan. The lesson plan made in the form of the ministry of religious and adjusted by the clump of intelligence. From the analysis of the researcher, the content of the lesson plan is completely based on the theory from munif chatib but, a little bit different in form.

The implementation of this school is related to the theory from Thomas Armstrong and developed in Indonesia by Munif Chatib. As stated by Armstrong that in implementing multiple intelligences should be any preparation (see chapter 2 page 23). Schools should prepare all of the components of learning, such as teacher, students, learning aim, learning material, leaning

environment, learning method and learning source. Teacher should be prepared by giving a training activity. SDIT Assalamah has done this training in cooperation with the institution by Munif Chatib in 2007. Not only preparing the teacher, but the school also prepare the other components.

The researcher found some strategies used by the teacher that represent multiple intelligences. The strategies are singing a song and practice, learning through video and flash cards, drilling and arranging jumbled letters into a word, and cooperative group. The teacher continually shifts the strategies while teaching which is good for students. Because the students with different intelligence are in 1 class, so the teacher designs the activities that accommodate all of it. Because the teacher, students, media's cooperation, the English teacher did it. It aimed to increase the possibility of other intelligence to develop.

The strategies found is related to the theory from Armstrong. In his book entitled Multiple Intelligence in the Classroom, he explains the characteristic of each intelligence and gives some examples of relevant strategies (see chapter 2 page 30). In the researcher's opinion, these strategies are relevant because the teacher considering students' intelligence while choosing strategies.

In implementing Multiple Intelligences, the teacher has some difficulties. Mrs. Ritma as the English teacher admits that she felt difficult in facing students' diversity. Actually, she said

that the implementation of multiple intelligences in this school is quite good too, but she should give more effort in preparing teaching media. In my opinion, she has given the effort to do this. The preparation is good and the implementation is good also. The students feel enjoyed it during the activity.

CHAPTER V
CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusions of this study and offers some suggestions. This chapter is divided into two parts. The first part aims at giving a conclusion remarked about this study on the implementation, the strategies that represent multiple intelligences and the barriers of implementing multiple intelligences in EFL learning. The second part contains suggestions for related parties and further research in the related topic.

A. Conclusion

Based on the result of findings and discussions, it can be concluded in three main topics. They are the implementation of multiple intelligences in EFL learning, strategies that represent multiple intelligences and the berries in implementing multiple intelligences in EFL learning at SDIT Assalamah Ungaran.

The implementation of Multiple Inteligences started with some preparation. Teachers start preparation by doing some steps. First is recognizing students' intelligence. Teacher uses MIR (Multiple Intelligences Research) by *next edu* Surabaya to test students' intelligence. The result of the test used to determine the appropriate class for the student based on the clumps of intelligence. The next step of preparation is arranged a lesson planning. The teacher arranges a lesson planning by the form of the

ministry of religions. This lesson planning contains some aspects, those are *heading* (schools' identity, theme, subject, KI, KD, indicator), activity (introduction, main activity, closing), tools, aids, and learning source. After the preparation was done, the teacher applies an activity based on multiple intelligences designed before. The activity is divided into three parts. There are opening activity which is contains alpha zone, ice breaking and apperception. Second activity is main activity which is contains sequence of activity based on multiple intelligence. And the last activity is closing. This activity contains reflection and assessment.

There are some strategies used by the teacher that represent multiple intelligences. they are learning through video and flash card as the representation of spatial-visual intelligence, sing a song which represent bodily-kinaesthetic intelligence, drilling and arranging jumbled letter into a word as the representation of linguistic intelligence, and the last is cooperative groups as the representation of interpersonal intelligence.

The researcher found the teacher's barriers in implementing multiple intelligences. It is a different character and intelligence of student.

B. Suggestions for further research

Based on the result and analysis of the present research, some suggestion seems appropriate for further research.

Firstly, this research is intended to give knowledge about multiple intelligence to all of the teacher, parents, and students.

Secondly, the multiple intelligences can be a suitable approach to build students awareness in learning. Last, hopefully with the MIA, the teacher will be aware of students' intelligence and find the appropriate treatment to teach them.

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Appendix 1

Observation Guideline

No.	Aspect	Indicator	Notes
1.	Teacher	a. The teacher continually shifts method of presentation, often combining intelligences in creative ways	
		b. MI teacher not only spend part of the time lecturing and writing on the blackboard, but also draws pictures or shows a video clip to illustrate an idea	
		c. The MI teacher provides hands-on experiences, whether they involve getting students up and moving about, passing an artifact around to bring to life the material studied, or having students build something tangible to reveal their understanding	
		d. The MI teacher has students interacting with each other in different ways (e.g. In pairs, small groups, or large groups); plans time for students to engage in self-reflection, undertake self-paced work, or link their personal experiences and feelings to the material being studied; and creates opportunities for learning to	

		occur through living things.	
2.	Student	a. Most students have strengths in several areas b. The strongly linguistic students will be talking out of turn c. The highly spatial-visual student will be doodling and visualizing d. The interpersonal inclined student will be socializing e. The bodily-kinesthetic student will be fidgeting f. The logical-mathematical student will be experimenting g. The musical student will be singing or whistling h. The interpersonal student will be meditating i. The naturalist students will be playing with pets and gardening	
3.	Learning aim	The student understands the material by exploring their intelligence. a. Linguistic: how the teacher uses the spoken or written word to make linguistic students reach the learning aim b. Logical-mathematical: how teacher can bring in numbers, calculations, logic, classifications, or critical	

		thinking skills to make students reach the learning aim	
		c. Spatial-visual: how teacher can use visual aids, visualization, color, art, or metaphor to make students reach the aim of learning	
		d. Musical: how teacher can bring in music or instrumental sounds or set key points in a rhythmic or melodic framework to make student reach the aim of learning	
		e. Bodily-kinesthetic: how teacher can involve the whole body or use hands-on experience to make students reach the aim of learning	
		f. Interpersonal: how teacher can engage students in peer sharing, cooperative learning, or large group simulation to make students reach the aim of learning	
		g. Intrapersonal: how teacher can evoke personal feelings or memories or give students choices to make students reach the aim of learning	
		h. Naturalist: how teacher can incorporate living things, natural phenomena, or ecological awareness to	

		make students reach the aim of learning.	
4.	Learning Material	a. Linguistic (books, tape recorder, books on tape) b. Logical mathematical (math games, science equipment) c. Spatial-visual (graphs, picture library) d. Bodily-kinesthetic (building tools, sports equipment) e. Musical (musical instrument) f. Interpersonal (board games, props for role-play) g. Intrapersonal (journals, materials for projects) h. Naturalist (plants, animal, naturalists' tools)	
5.	Learning environment	a. The environment should build student empowerment to develop their intelligence (e.g. **Linguistic**: word represented on the walls through posters, quotation, and etc. **Logical-math**: there is some consistency to the students' school days e.g. Routines, ritual, rules, effective transitions to new activities. **Spatial-visual**: classroom furniture should arranged in different spatial configurations to accommodate different learning needs e.g. Desks for writing work, tables for	

		discussion or hands-on work, carrels for independent study. **Bodily-kinesthetic**: the materials in the classroom should allow students to manipulate, build, be tactile, or gain hands-on experience. **Musical**: the auditory environment should promote learning, e.g. Background music, white noise, pleasant environmental sounds, silence. **Interpersonal**: the atmosphere of belonging and trust should permeate the classroom. **Intrapersonal**: students are given authentic choices in how they are to learn. **Naturalist**: classroom should contain some living things, e.g. Pets, fish, or plants) b. The school day sequences should make optimum use of students' attention c. The colors of the room should stimulate or deaden students' interest in learning d. Students should have frequent opportunities to get up and move around e. Students should have frequent opportunities to interact in positive ways	

		f. Students should have the opportunity to share feelings in the classroom	
		g. Students should have an opportunity to do some of learning outside of the school building	
6.	Learning Method	a. Linguistic (storytelling, word games, writing activities)	
		b. Logical-mathematical (logic puzzle and games, logical problem solving exercise, calculations and quantifications)	
		c. Spatial-visual (visual awareness activity, imaginative storytelling, picture literacy experiences)	
		d. Bodily-kinesthetic (classroom theater, competitive and cooperative games, field trips)	
		e. Musical (linking old tunes with concept, using background music, music appreciation)	
		f. Interpersonal (peer sharing, group brainstorming sessions)	
		g. Intrapersonal (individualized projects and games, one-minute reflection periods)	
		h. Naturalist (eco-study, pet in the classroom, nature	

			videos, films and movies)	
7.	Learning source	a. b.	Based on syllabus Appropriate with students' learning style (e.g. **Linguistic**: book, journals, talking book. **Logical-math:** tasks, logic puzzles, mathematical problem, book. **Spatial-visual**: story, maps, video, movies. **Bodily-kinesthetic**: book, drama, video, sports. **Musical**: song, rhythms, etc. **Interpersonal**: book, people, etc. intrapersonal: book, **Naturalist**: nature, book, encyclopedia, etc.)	
8.	Evaluation	a. b. c.	Authentic assessment (observation, documentation of student products and problem solving) MI assessment projects Assessment in eight ways (**linguistic**: describing something by students' own word, either orally or in open-ended written format. **Logical-math**: present statistic of a specific topic or solving specific problems. **Spatial-visual**: drawing a quick sketch that represents specific topic. **Bodily-kinesthetic**: pantomime	

		how specific topic would act in a classroom. **Musical**: presenting what song or sound would represent specific topic if it's a musical phrase. **Interpersonal**: imagine the specific purpose in students' real life. **Intrapersonal**: describing in a few words students personal feelings toward a specific topic. **Naturalist**: imagine if specific topic were animal or natural aspect, what it would be. d. Assessment in context e. MI portfolio	

Appendix 2

Interview untuk Guru

Nama   :
Hari/tanggal :
Tempat   :
Waktu   :

1. Sejak kapan ibu/ bapak mengajar di sekolah ini?
2. Menurut ibu/ bapak pembelajaran berbasis MIA yang seperti apakah yang diterapkan di sekolah ini?
3. Metode apakah yang biasanya anda gunakan untuk mengajar?
4. Bagaimana respon anak saat penyampaian materi sedang berlangsung?
5. Adakah kriteria khusus dalam penilaian?
6. Adakah kesulitan dalam menerapkan pembelajaran berbasis MIA?
7. Adakah hambatan dalam penerapan MIA dalam pembelajaran?

Appendix 3

Documentation Guidelines

1. Archive
   a. Lesson planning
   b. Syllabus
   c. Multiple Intelligence Research
2. Photo
   a. School environment
   b. Teaching learning process

Appendix 4

Result of Observation

No.	Aspect	Indicator	Notes
1.	Teacher	a. The teacher continually shifts method of presentation, often combining intelligences in creative ways b. MI teacher not only spend part of the time lecturing and writing on the blackboard, but also draws pictures or shows a video clip to illustrate an idea c. The MI teacher provides hands-on experiences, whether they involve getting students up and moving about, passing an artifact around to bring to life the material studied, or having students build something tangible to reveal their understanding d. The MI teacher has students interacting with each other in different ways (e.g. In pairs, small groups, or large groups); plans time for students to engage in self-	- Guru menggunakan berbagai metode dalam satu pertemuan - Guru tidak hanya menggunakan papan tulis sebagai media, guru menggunakan video dan gambar. - Guru menyusun aktifitas yang membuat siswa berinteraksi antar sesama dengan membentuk kelompok kecil.

		reflection, undertake self-paced work, or link their personal experiences and feelings to the material being studied; and creates opportunities for learning to occur through living things.	
2.	Student	j. Most students have strengths in several areas k. The strongly linguistic students will be talking out of turn l. The highly spatial-visual student will be doodling and visualizing m. The interpersonal inclined student will be socializing n. The bodily-kinesthetic student will be fidgeting o. The logical-mathematical student will be experimenting p. The musical student will be singing or whistling q. The interpersonal student will be meditating r. The naturalist students	- Siswa terlihat kecenderungan intellegensinya - Siswa dengan kecerdasan spatial-visual terlihat antusias ketika guru menayangkan video yang berkaitan dengan materi, dan ketika guru menjelaskan materi menggunakan flashcard bergambar - Siswa dengan kecerdasan kinestetik antusias ketika bernyanyi dan mempraktekkan isi dari lagu - Siswa dengan kecerdasan linguistic antusias

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		will be playing with pets and gardening	ketika guru mengajarkan pelafalan kata dalam bahasa inggris dan kemudian bermain games penyusunan kata. - Siswa dengan kecerdasan interpersonal antusias ketika mereka bekerja secara berkelompok.
3.	Learning aim	The student understands the material by exploring their intelligence. i. Linguistic: how the teacher uses the spoken or written word to make linguistic students reach the learning aim j. Logical-mathematical: how teacher can bring in numbers, calculations, logic, classifications, or critical thinking skills to make students reach the learning aim k. Spatial-visual: how teacher can use visual aids, visualization,	Tujuan pembelajannya adalah siswa dapat menyebutkan dan menuliskan bagian tubuh manusia dalam bahasa inggris. Kemudian yang dilakukan guru adalah: • Guru mengajarkan kosakata dengan metode drilling dan kemudian langsung diaplikasikan dengan menyusun satu kata dari huruf yang acak. • Guru memutarkan video yang berkaitan dengan materi

		color, art, or metaphor to make students reach the aim of learning	pembelajaran agar siswa dengan kecerdasan spasial-visual bisa tertarik dan kemudian guru menjelaskan dengan menggunakan flashcard bergambar.
		l. Musical: how teacher can bring in music or instrumental sounds or set key points in a rhythmic or melodic framework to make student reach the aim of learning	
		m. Bodily-kinesthetic: how teacher can involve the whole body or use hands-on experience to make students reach the aim of learning	• Guru mengajak siswa bernyanyi dan mempraktekkan isi lagu agar siswa dengan kecerdasan kinestetik bias belajar sambil bergerak.
		n. Interpersonal: how teacher can engage students in peer sharing, cooperative learning, or large group simulation to make students reach the aim of learning	• Guru meminta siswa bekerja secara berkelompok agar meningkatkan sosialisasi anak dan siswa dengan kecerdasan interpersonal membutuhkan metode belajar seperti ini.
		o. Intrapersonal: how teacher can evoke personal feelings or memories or give students choices to make students reach the aim of learning	
		p. Naturalist: how teacher can incorporate living things, natural phenomena, or ecological awareness to	

			make students reach the aim of learning.	
4.	Learning Material	i. Linguistic (books, tape recorder, books on tape) j. Logical mathematical (math games, science equipment) k. Spatial-visual (graphs, picture library) l. Bodily-kinesthetic (building tools, sports equipment) m. Musical (musical instrument) n. Interpersonal (board games, props for role-play) o. Intrapersonal (journals, materials for projects) p. Naturalist (plants, animal, naturalists' tools)	- Siswa masing-masing memiliki buku pegangan yaitu "Buku Bahasa Inggris STAIRWAY 1" - Guru juga menggunakan video dan flashcard bergambar
5.	Learning environment	h. The environment should build student empowerment to develop their intelligence (e.g. **Linguistic**: word represented on the walls through posters, quotation, and etc. **Logical-math**: there is some consistency to the students' school days e.g. Routines, ritual,	- Kondisi kelas representative untuk belajar. - Dinding berisi pajangan-pajangan atau gambar yang berkaitan pembelajan dan juga bernuansa anak-anak. - Di ruang kelas bagian belakang terdapat hasil

		rules, effective transitions to new activities. **Spatial-visual**: classroom furniture should arranged in different spatial configurations to accommodate different learning needs e.g. Desks for writing work, tables for discussion or hands-on work, carrels for independent study. **Bodily-kinesthetic**: the materials in the classroom should allow students to manipulate, build, be tactile, or gain hands-on experience. **Musical**: the auditory environment should promote learning, e.g. Background music, white noise, pleasant environmental sounds, silence. **Interpersonal**: the atmosphere of belonging and trust should permeate the classroom. **Intrapersonal**: students are given authentic choices in how they are to learn. **Naturalist**: classroom should contain some living	karya anak-anak, loker,dan rak buku. - Furniture di kelas juga masih memungkinkan siswa untuk bergerak dan aktif.

			things, e.g. Pets, fish, or plants)	
		i.	The school day sequences should make optimum use of students' attention	
		j.	The colors of the room should stimulate or deaden students' interest in learning	
		k.	Students should have frequent opportunities to get up and move around	
		l.	Students should have frequent opportunities to interact in positive ways	
		m.	Students should have the opportunity to share feelings in the classroom	
		n.	Students should have an opportunity to do some of learning outside of the school building	
6.	Learning Method	i.	Linguistic (storytelling, word games, writing activities)	Guru menggunakan beberapa metode sekaligus yaitu word games, picture literacy dan video, singing and practicing, dan grouping.
		j.	Logical-mathematical (logic puzzle and games, logical problem solving exercise, calculations and quantifications)	
		k.	Spatial-visual (visual	

		awareness activity, imaginative storytelling, picture literacy experiences)	
		l. Bodily-kinesthetic (classroom theater, competitive and cooperative games, field trips)	
		m. Musical (linking old tunes with concept, using background music, music appreciation)	
		n. Interpersonal (peer sharing, group brainstorming sessions)	
		o. Intrapersonal (individualized projects and games, one-minute reflection periods)	
		p. Naturalist (eco-study, pet in the classroom, nature videos, films and movies)	
7.	Learning source	c. Based on syllabus d. Appropriate with students' learning style (e.g. **Linguistic**: book, journals, talking book. **Logical-math:** tasks, logic puzzles, mathematical problem, book. **Spatial-visual**: story, maps, video, movies. **Bodily-**	Suber belajarnya adalah buku bahasa inggris stairway 1 dikombinasikan dengan lagu dan video.

		kinesthetic: book, drama, video, sports. **Musical**: song, rhythms, etc. **Interpersonal**: book, people, etc. intrapersonal: book, **Naturalist**: nature, book, encyclopedia, etc.)	
8.	Evaluation	f. Authentic assessment (observation, documentation of student products and problem solving) g. MI assessment projects h. Assessment in eight ways (**linguistic**: describing something by students' own word, either orally or in open-ended written format. **Logical-math**: present statistic of a specific topic or solving specific problems. **Spatial-visual**: drawing a quick sketch that represents specific topic. **Bodily-kinesthetic**: pantomime how specific topic would act in a classroom. **Musical**: presenting what song or sound would represent specific topic if it's a	Guru memberikan worksheet kepada siswa di akhir materi.

		musical phrase. **Interpersonal**: imagine the specific purpose in students' real life. **Intrapersonal**: describing in a few words students personal feelings toward a specific topic. **Naturalist**: imagine if specific topic were animal or natural aspect, what it would be.	
		i. Assessment in context j. MI portfolio	

Appendix 5

Result and reduction of interview

No	Pertanyaan	Jawaban	Kesimpulan
1	Sejak kapan ibu mengajar di sekolah ini?	Sejak tahun 2015, berarti sudah 4 tahun.	Guru bahasa inggris kelas 1 ini telah mengajar selama 4 tahun di SDIT Assalamah.
2	Menurut ibu, bagaimana penerapan MIA di sekolah ini?	Penerapan Multiple Intelligences nya sih sudah bagus ya, karena disesuaikan dengan hasil MIR. Trus kedua kan juga cara mengajarnya kan disesuaikan dengan hasil MIR. Cuma kan memang kalo sudah kelas atas kan karena hasil MIR nya kan cuman 1 kali pas kelas 1 jadi mungkin pas kelas atas harusnya di MIR lagi biar nanti pengelompokan kelasnya beda lagi. Dari kelas 3-4 itu metodenya kaya dari guru kelas yang memberi kayak form gitu jadi kan tahu anak	Penerapan MIA sudah cukup bagus. Dimulai dengan penerapan MIR kemudian metode pengajaran pun mengikuti hasil MIR untuk kelas 1. Kemudian menurut beliau sangat disayangkan jika anak-anak hanya dites menggunakan MIR sekali yaitu ketika kelas 1, alangkah baiknya MIR dilakukan secara bertahap agar mengetahui perkembangan intellegensi siswa.

		yang kayak gini-gini ya langsung guru kelasnya yang mengetes, karena yang tahu sehari-harinya . jadi nggak pake MIR kayak kelas 1.	
3	Metode apa yang biasanya anda gunakan untuk mengajar?	Metodenya beda-beda ya, metodenya biasanya yang dipakai games, permainan, ada yang audio-visual, ada yang em … kayak tadi kerja kelompok gitu to terus ceramah ya pasti ada, penugasan-penugasan pasti ada, disesuaikan sama jenis kelasnya mbak.	Metode yang digunakan untuk mengajar disesuaikan dengan jenis kelasnya. Misalnya, permaina, audio-visual, kerja kelompok, penugasan, dll.
4	Bagaimana respon anak saat penyampaian materi berlangsung?	Responnya, karena kalo anak kan lain-lain ya, ada yang emang nggak bisa diem, ada yang pengen tahu, ada yang kayak buka gambarnya atau apa, ada yang emang dia pasif jadi nunggu disuruh gurunya baru dia merespon gitu ya	Respon anak berbeda-beda setiap kelasnya. Ada yang aktif bergerak , ada yang ingin tau, bahkan ada yang pasif.

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		ada. Tiap kelas emang beda-beda. Kalau tadi masih mending yang aktif kan cuman beberapa aja. Iya kalau kelas lain yang ada kinestetiknya kan dia bias maju semua. Itu kalau kelasnya aktif itukan memang karena anakknya gitu. Nggak bias disamain. Jenisnya lain-lain.	
5	Adakah kriteria khusus yang anda terapkan dalam penilaian?	Kriteria penilaian kalo bentuknya tulis ya berarti disamakan, kalau worksheet begini ya sama. Mungkin bedanya di KI 4. Yang keterampilan kan beda-beda ya sisesuaikan. Kalo KI3 ya semuanya sama kriterianya.	Tidak ada kriteria khusus yang digunakan dalam penilaian.
6	Apa kesuliatan yang anda rasakan dalam penerapan MIA?	Kesulitannya ya karena anaknya karakternya beda-beda ya, jadi kan kita harus menyesuaikan dengan anaknya jadi harus menyiapkan lebih banyak media	Harus menyiapkan lebih banyak media karena karakter anak yang berbeda-beda.

| 7 | Apa hambatan yang ada dalam penerapan MIA dalam pembelajaran? | Hambatannya ya mungkin pertama, karena kadang kan disini walaupun fasilitasnya sudah lumayan bagus ya udah ada LCD, media juga sudah ada tapi kadangkan kita juga harus menyesuaikan dengan materi, jadi ada media-media tertentu yang harus kita buat sendiri juga | Guru harus membuat media-media tertentu yang sesuai dengan materi, karena fasilitas sekolah belum memadai untuk suatu materi tertentu. |

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
MULTIPLE INTELLIGENCES

Nama Sekolah : SDIT ASSALAMAH UNGARAN

Mata pelajaran : Bahasa Inggris

Kelas/Semester : I/II

Materi Pokok : Parts of human body

Tipe Kecerdasan : Spasial-Visual, Linguistik,

Interpersonal, Kinestetik

Alokasi Waktu : 2 x 35 menit (1 pertemuan)

I. KOMPETENSI INTI

KI-1	Menerima dan menjalankan ajaran agama yang dianutnya.
KI-2	Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan ppercaya diri dalam berinteraksi dengan keluarga.
KI-3	Memahami pengetahuan factual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah.
KI-4	Menyajikan pengetahuan faktualdalam bahasa yang jelas dan logis dan sistematis, dalam karya yang estetis dalam gerakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

II.   KOMPETENSI DASAR DAN INDIKATOR

Kompetensi		Indikator	
3.9	Memahami bagian-bagian tubuh manusia dalam bahasa inggris	3.9.1	Menyebutkan bagian tubuh manusia dalam bahasa inggris.
		3.9.2	Menunjukkan bagian tubuh manusia dalam bahasa inggris
		3.9.3	Menuliskan bagian tubuh manusia dalam bahasa inggris.

III.   TUJUAN PEMBELAJARAN

Siswa dapat menyebutkan dan menuliskan bagian tubuh manusia dalam bahasa inggris.

IV.   MATERI PEMBELAJARAN

Kosakata bagian tubuh manusia.

My Body
(Tubuhku)

Eye (Mata)

Head (Kepala)

hair (rambut)

Ear (Telinga)

Nose (Hidung)

neck (leher)

Mouth (Mulut)

Hand (Tangan)

Finger (Jari)

Arm (Lengan)

legs (kaki)
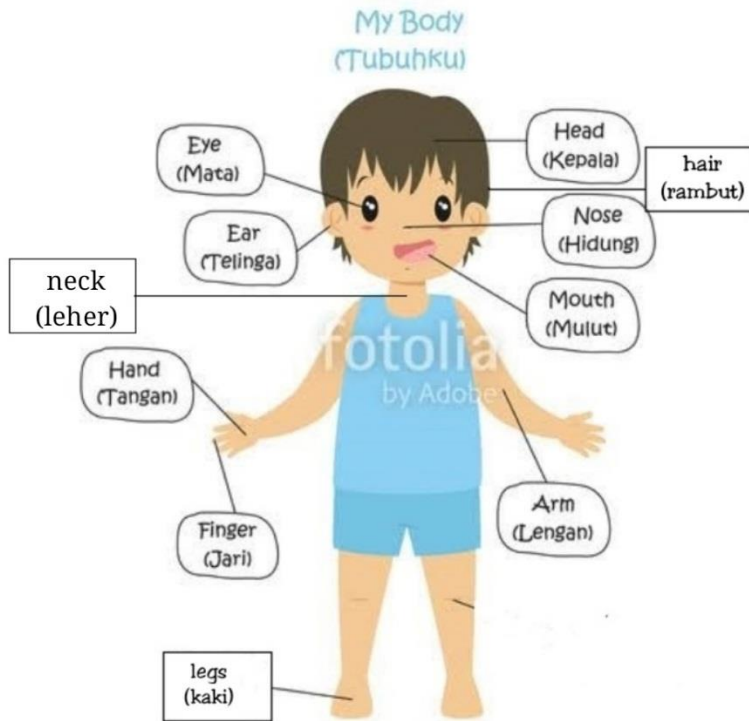
V. METODE DAN PENDEKATAN PEMBELAJARAN

Pendekatan: *Scientific*

Strategi   : *Cooperative Learning*

Teknik   : Jigsaw

Metode   : Permainan, penugasan, Tanya Jawab, dan Ceramah

VI.   LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Kegiatan Pendahuluan	1. Siswa memberikan salam
	   • Guru memberi aba-aba Wahidun, Isnani, tsalasatun, arba'atun, tasliman,
	2. Guru mengecek kehadiran siswa.
	3. Guru mengajak siswa melakukan tepuk semangat dan tepuk the best.
	4. Guru melakukan kegiatan ice breaking untuk menghidupkan suasana kelas, dengan menyanyikan lagu kepala pundak lutut kaki dalam bahasa Indonesia dan bahasa inggris.
	5. Guru melalukan apersepsi,
	   a. Bertanya jawab tentang isi lagu
	   b. Siswa menyebutkan dan menunjukkan bagian tubuhnya sesuai dengan isi lagu
		10 menit

Kegiatan Inti	**Ayo mengamati**
	1. Guru menampilkan video tentang anggota tubuh dalam bahasa inggris, siswa mengamati.
	2. Guru mengajarkan kosakata tentang anggota tubuh dalam bahasa inggris disertai dengan penulisan dan pengucapan yang tepat.
	3. Siswa menirukan dan menunjukkan bagian tubuh yang sesuai.
	
	Ayo Berlatih
	   a. Siswa di bagi menjadi beberapa kelompok.
	   b. Siswa mengamati gambar, lalu menyusun huruf menjadi nama bagian tubuh dalam bahasa inggris berdasarkan gambar yang diamatinya.
	   c. Siswa mengerjakan lembar kegiatan yang
		50 menit

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	dibagikan dan guru membimbing siswa dalam pengerjaannya.	
Kegiatan Penutup	**Refleksi** 1. Guru dan siswa melakukan kegiatan refleksi hari itu. Dalam kegiatan refleksi, guru memberikan beberapa pertanyaan berikut ini: • Apa yang kamu pelajari hari ini? • Bagaimana perasaanmu saat kegiatan membaca, menyanyi dan menulis? • Kegiatan apa yang paling kamu sukai? • Informasi apa yang ingin kamu ketahui lebih lanjut? • Bagaimana caramu untuk mendapatkan informasi tersebut? • Pertanyaan yang diajukan guru pada kegiatan refleksi dapat dijawab siswa secara lisan atau tulisan. Jika guru menginginkan siswa menulis jawaban pertanyaan refleksi sebaiknya siswa memiliki sebuah buku tulis khusus untuk refleksi. 2. Kegiatan kelas diakhiri dengan hamdalah beserta artinya bersama. 3. Guru mengucapkan salam perpisahan, good bye, see you dan salam penutup.	10 menit

VII.   MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

Media   : Power Point

Alat   : flashcard, whiteboard, spidol

Sumber Belajar   : Buku Bahasa Inggris STAIRWAY 1

VIII. **PENILAIAN**

Jumlah butir soal 10

Benar = 1 salah = ½, benar x 10 = 100

IX. **LAMPIRAN**

1. Ringkasan materi
2. Lembar kegiatan siswa

Mengetahui   Ungaran, Januari 2019

Kepala SDIT Assalamah   Guru Bahasa Inggris

Siti Nuryati, S. Pd. I.   Ritmanita maeswari, S. Pd.

MY BODY

FOREHEAD (DAHI)
HAIR (RAMBUT)
EYEBROW (ALIS)
EAR (TELINGA)
EYE (MATA)
MOUTH (MULUT)
NOSE (HIDUNG)
FACE (WAJAH)
NECK (LEHER)
FINGER (JARI)
HAND (TANGAN)
ARM (LENGAN)
BACK (PUNGGUNG)
HIP (PINGGANG)
ARMPIT (KETIAK)
CHEST (DADA)
BUTTOCKS (PANTAT)
THIGH (PAHA)
STOMACH (PERUT)
KNEE (LUTUT)
CALF (BETIS)
ANKLE (MATA KAKI)
FOOT (KAKI)
HEEL (TUMIT)
TOE (JARI KAKI)
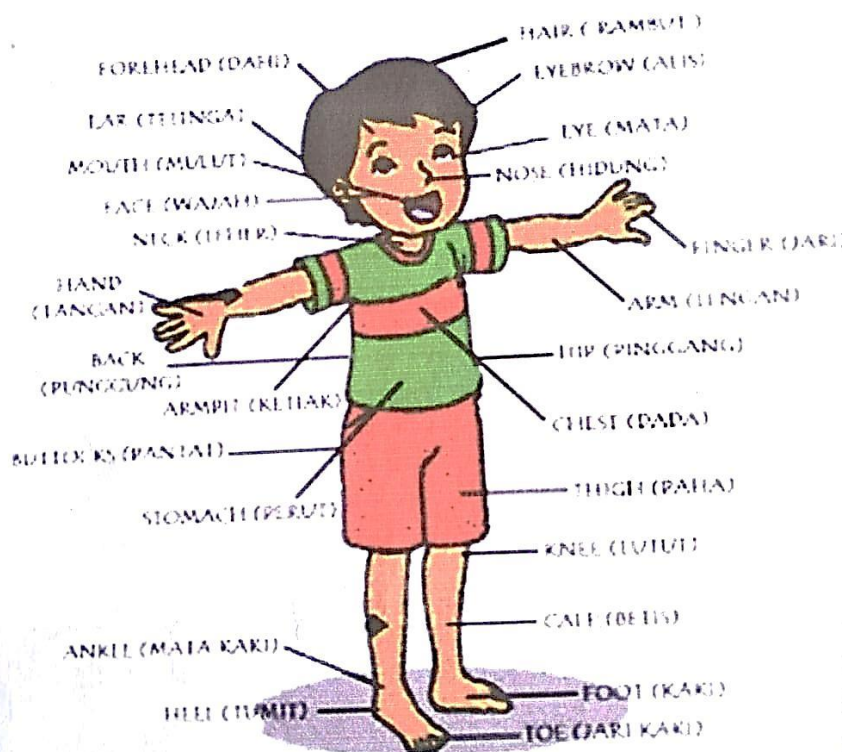
Name : _____

Class : _____

I. Draw the line to the correct answer!

1. •   • head

2. •   • eyes

3. •   • hand

4. •   • neck

5. •   • legs

II. Write the correct answer!

1. | e | | | |

2. | h | | | |

3. | m | | | |

4. | n | | | |

5. | a | | |

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Appendix 7

Syllabus

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ch apt er 8 My Bo dy	***Listening*** • Mengiden tifikasi nama bagian-bagian tubuh manusia • Merespon instruksi dengan melakuka n kegiatan yang berkaitan dengan bagian tubuh manusia	Introduci ng part of body	Siswa dapat: • Menunjukk an bagian tubuh sesuai dengan yang didengar dengan benar • Merespon instruksi dengan melakukan kegiatan yang berkaitan dengan nama-nama bagian tubuh dengan benar.	Dalam pembelajara n bahasa Inggris siswa dan guru hanya menggunkan a kata-kata dan ungkapan-ungkapan dalam bahasa Inggris yang sangat sederhana , yang sudah diajarkan untuk: -Bagian-bagian tubuh manusia -Bertanya jawab bagian-bagian tubuh manusia.	Penilaian autentik dengan unjuk kerja (*perform ance*)	4 jam pelaja ran (belu m terma suk untuk terstr uktur dan mand iri)	- Starwa y I A Fun and Easy English Book - Gamba r-gambar bagian tubuh manusi a yang sesuai - tulisan, nama-nama bagian tubuh manusi a yang sesuai -buku bergam bar yang sesuai.
	Speaking Berinteraksi lisan dalam kegiatan • Menyebut kan beberapa nama bagian-bagian tubuh manusia		Siswa dapat: • Menyebutk an beberapa nama bagian-bagian tubuh manusia dengan penguccapa n dan intonasi				

	• Bertanya jawab tentang bagian-bagian tubuh manusia.		yang benar • Bertanya jawab tentang nama bagian tubuh manusia dengan pengucapan, intonasi, dan tata bahasa yang benar.				
	Reading • Membaca nyaring kata yang berupa nama bagian-bagian tubuh manusia • Membaca nyaring kalimat sederhana		Siswa dapat: • Membaca nyaring kata yang berupa nama bagian-bagian tubuh manusia dengan pengucapan dan intonasi yang benar. • Membaca nyaring kalimat sederhana tentang nama nama bagian tubuh manusia.				

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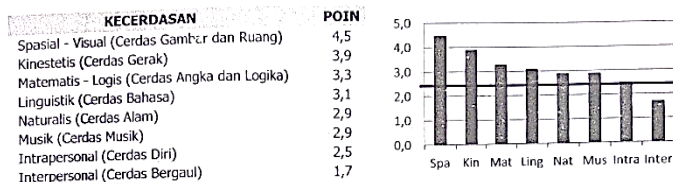|		tentang nama - nama bagian tubuh manusia						

Appendix 8
Sample of Multiple Intelligences Research (MIR)

LAPORAN HASIL PEMERIKSAAN PSIKOLOGIS
MULTIPLE INTELLIGENCES RESEARCH (MIR)

Nama : HAURA KAYSA YUMNA RASYDA   **Asal Sekolah** : SDIT ASSALAMAH UNGARAN
Tempat & Tgl. lahir : Kab.Semarang, 5 Maret 2012   **Tgl. Riset** : 24 Maret 2018

KECERDASAN	POIN
Spasial - Visual (Cerdas Gambar dan Ruang)	4,5
Kinestetis (Cerdas Gerak)	3,9
Matematis - Logis (Cerdas Angka dan Logika)	3,3
Linguistik (Cerdas Bahasa)	3,1
Naturalis (Cerdas Alam)	2,9
Musik (Cerdas Musik)	2,9
Intrapersonal (Cerdas Diri)	2,5
Interpersonal (Cerdas Bergaul)	1,7

Keterangan Grafik

Ling: Linguistik	Mus: Musik	Mat: Matematis - Logis	Spa: Spatial - Visual
Inter: Interpersonal	Kin: Kinestetis	Intra: Intrapersonal	Nat: Naturalis

DISKRIPSI RISET

Kecenderungan gaya belajar :
1. Belajar dengan gambar, dengan proses membayangkan, suka dengan warna, belajar dengan metafora gambar, berkunjung ke musium.
2. Belajar dengan aktivitas, drama, respon tubuh, membuat kerajinan tangan.
3. Belajar dengan angka-angka, komputer, membuat hipotesa/perkiraan, memecahkan masalah atau studi kasus.
4. Membiasakan anak anda belajar dengan cara membaca, menulis, berdebat, berbicara di depan umum, bercerita, merekam dengan kaset.

Kegiatan kreatif yang disarankan:
1. Mengkoleksi dan memamerkan lukisan, mendisain sampul buku.
2. Menciptakan olahraga improvisasi, lomba jalan cepat keluarga.
3. Membuat percobaan ilmiah, menghitung banyaknya alat-alat atau perabotan di rumah.
4. Membiasakan anak anda untuk suka bercerita, berdiskusi, menulis pesan, membuat buletin keluarga, menjadi presenter keluarga.

Jenis permainan yang disarankan:
1. Permainan tebak-tebakkan gambar, bongkar pasang, win lose or draw, Lego, Nitendo, PS.
2. Permainan rakyat dengan banyak gerakan, outbound, permainan pertukaran, olah raga, layang-layang, trik sulap, mainan rumah-rumahan.
3. Permainan yang dianjurkan adalah teka-teki, domino, dam-daman, catur, monopoli, othello, Nitendo, PS.
4. Permainan yang dianjurkan adalah permainan kata-kata, scrabble, TTS, Membuat cerita bergambar, tebakan suara bunyi.

next edu
Discovering Human's Multiple Intelligences
Graha Kebon Agung Lt. 1 C3 Jl. Raya Margorejo Indah Kav. A131-132
Surabaya 60238
Telp.031 8415 222 Fax. 031 8416 444

Surabaya, 26 Juni 2018
Analis

MUNIF CHATIB
C10200700017

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Appendix 9

List of Students

NO	NAMA
1	AHMAD ALFARO AZMIL ALMAS
2	ALVARO JOSIE AFTORIA
3	AQILA KIRANI MAJIDA
4	ARGHA FAITH ATHA'ILLAH
5	AULIA HUSNU ZAHIRA
6	AYUNA MIRZA PUTRI HARTANTO
7	DARREL KENZIE SANDYAPRATAMA
8	ELLENA ZAHRA IBADINA ZILMI
9	FATHAN HAIQAL JOFIANDA PURNAMA
10	GAIZKA HESEA FREDITYA
11	HAFIZ RASYA ATADIKA
12	HATA DINATA
13	HAURA KASYA YUMNA RASYDA
14	KALILA RIFDA WAHYUDI
15	KHANSA NAYLA SYAFIRA
16	MAHIRA HASNA KAMILA
17	MANDALA WIDHI KUSUMA DARYONO
18	MUHAMMAD RAESHA HANAFI
19	NISA NUR AINI AFANDI
20	OMIDVAR ZAVI IZZAN FACHLEVI
21	ORLANDO FAIQSAAMIY WIBOWO
22	PRABA JATI KUSUMA
23	QUEEN TSURAYYA MAHYA WIGUNA
24	RADITHYA PRAJABASA NUGRAHA
25	RAHMA AHZA AL FADLY
26	RAJENDRA ARDANA GURITNO
27	SELLENA FITRI SALSABILA
28	TEGAR SHAHID HARTADI
29	TSAQIFUUN NASHEER AR RASYID
30	ZIDANE KAESAR WIJANARKO

OPEN BRAIN

NO	OPEN BRAIN	POIN
1	SPASIAL-VISUAL	12
2	LINGISTIK	10
3	INTERPERSONAL	8
4	KINESTETIK	6
5	MUSIK	2
6	MATEMATIS LOGIS	2
7	INTRAPERSONAL	1
8	NATURALIS	1
	RATA-RATA	5,3

STRATEGI MENGAJAR YANG DIPILIH UNTUK KELAS INI ADALAH YANG MEMPUNYAI PENDEKATAN MULTIPLE INTELLIGENCES AREA BERWARNA KUNING

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Appendix 10

Documentation of teaching learning process

a. Learning Activity

b. Classroom Environment

c. Interview

Appendix 11

Licenses of the research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor	:B-294/Un.10.3/D1/PP.00.9/1/2019	Semarang, 11 Januari 2019
Lampiran	: -	
Hal	: Mohon Ijin Riset	

Kepala Yth.

Kepala Sekolah SDIT Assalamah Ungaran

Di Ungaran

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami harapkan Mahasiswa:

Nama	: Etika Rohma Shofiana
NIM	: 1403046091
Jurusan	: Pendidikan Bahasa Inggris (PBI)
Alamat	: Damarjati, rt 04 rw 05 kecamatan: Kalinyamatan kabupaten: Jepara
Judul Skripsi	: **The Implementation of Multiple Intelligences Approach in English Teaching Learning Process at SDIT Assalamah Ungaran**
Pembimbing	: 1. Siti Tarwiyah, S.s, M. Hum.
	2. Nadiah Ma'mun, M. Pd.

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diizikan melaksanakan riset pada tanggal 14-15 Januari 2019

Demikian atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

FATAH SYUKUR

Tembusan disampaikan kepada Yth :

1. Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang

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SURAT PEMBERIAN IJIN
Nomor :038/SDITA/SKet.1/2018

Yang bertanda tangan di bawah ini Kepala SDIT Assalamah Ungaran, Kecamatan Ungaran Barat, Kabupaten Semarang, dengan ini memberikan ijin kepada:

Nama   : **ETIKA ROHMA SHOFIANA**

NIM   : 1403046091

Jurusan   : Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Walisongo

Untuk melakukan riset di SDIT Assalamah Ungaran dalam rangka penyusunan skripsi yang berjudul *"The implementation of Multiple Intelligences Approach in English Teaching Learning Process at SDIT Assalamah Ungaran"*.

Demikian surat ijin ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Ungaran, 19 Januari 2019

Kepala SDIT Assalamah Ungaran,

Siti Nuryati, S.Pd.I.
.89.04.038

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YAYASAN ASSALAMAH UNGARAN
LEMBAGA PENDIDIKAN ISLAM ASSALAMAH
SDIT ASSALAMAH UNGARAN
JL. GATOT SUBROTO 104 B UNGARAN BARAT KODE POS 50517 TELP. (024) 6926373

website : www.assalamahungaran.sch.id   E-mail : assalamah_sdit@yahoo.co.id

SURAT KETERANGAN
Nomor :039/SDITA/SKet.1/2018

Yang bertanda tangan di bawah ini Kepala SDIT Assalamah Ungaran, Kecamatan Ungaran Barat, Kabupaten Semarang, menerangkan bahwa:

Nama	:	**ETIKA ROHMA SHOFIANA**
NIM	:	1403046091
Jurusan	:	Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Walisongo

Telah melakukan observasi pembelajaran Bahasa Inggris di kelas 1 Ibnu Sina SDIT Assalamah Ungaran pada Senin, 28 Januari 2019.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Ungaran, 28 Januari 2019

Kepala SDIT Assalamah Ungaran,

Siti Nuryati, S.Pd.I.

NIP.89.04.038

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CURRICULUM VITAE

Name   : Etika Rohma Shofiana

Place. Date of Birth   : Jepara, June 17th 1997

Adress   : Rt. 04/Rw.05 Damarjati, Kec. Kalinyamatan
                              Kab. Jepara Prov. Jawa Tengah

Phone number   : 08978139978

Email address   : etikarohmashofiana17@gmail.com

Educational background

1. SDN 01 Damarjati
2. MTs Hasan Kafrawi Mayong
3. MAN 1 Jepara
4. ELT Department at UIN Walisongo Semarang

Semarang,
The Researcher

<u>Etika Rohma Shofiana</u>
NIM: 1403046091