

**AN ANALYSIS OF THE RELATIONSHIP BETWEEN MULTIPLE
INTELLIGENCE COMPETENCY AND STUDENTS' GRAMMAR
ABILITY**

(Case Study at Islamic Boarding School of DarulIhsan)

THESIS

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Submitted to *Fakultas Tarbiyah dan Keguruan*
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In Partial Fulfillment of the Requirements for the
Bachelor Degree of Education in English Language Teaching

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**An Analysis of the Relationship between Multiple Intelligence
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I realize that this thesis is far from being perfect even though it is a result of the hard work. Therefore, this thesis needs to be criticized in order to make it be useful and to the improvement in the future.

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ABSTRACT

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The present study was conducted to investigate the relationship between nine types of intelligence (logical/Mathematical, interpersonal, verbal/Linguistic, visual/Spatial, musical/Rhythm, kinesthetic, natural, existential and intrapersonal) and grammatical of foreign language learners. The participants were 62 female students at Boarding School of Darullhsan. To accomplish the aim of the study, 90-items of MIs (multiple intelligences) questionnaire, 25-items of grammar test were administered to the students. The data were analyzed through multiple regression analyses. Results indicated that both visual and intrapersonal intelligences were the most chosen intelligence of grammar accuracy and visual intelligence made a statistically significant contribution to predicting learners' grammar accuracy.

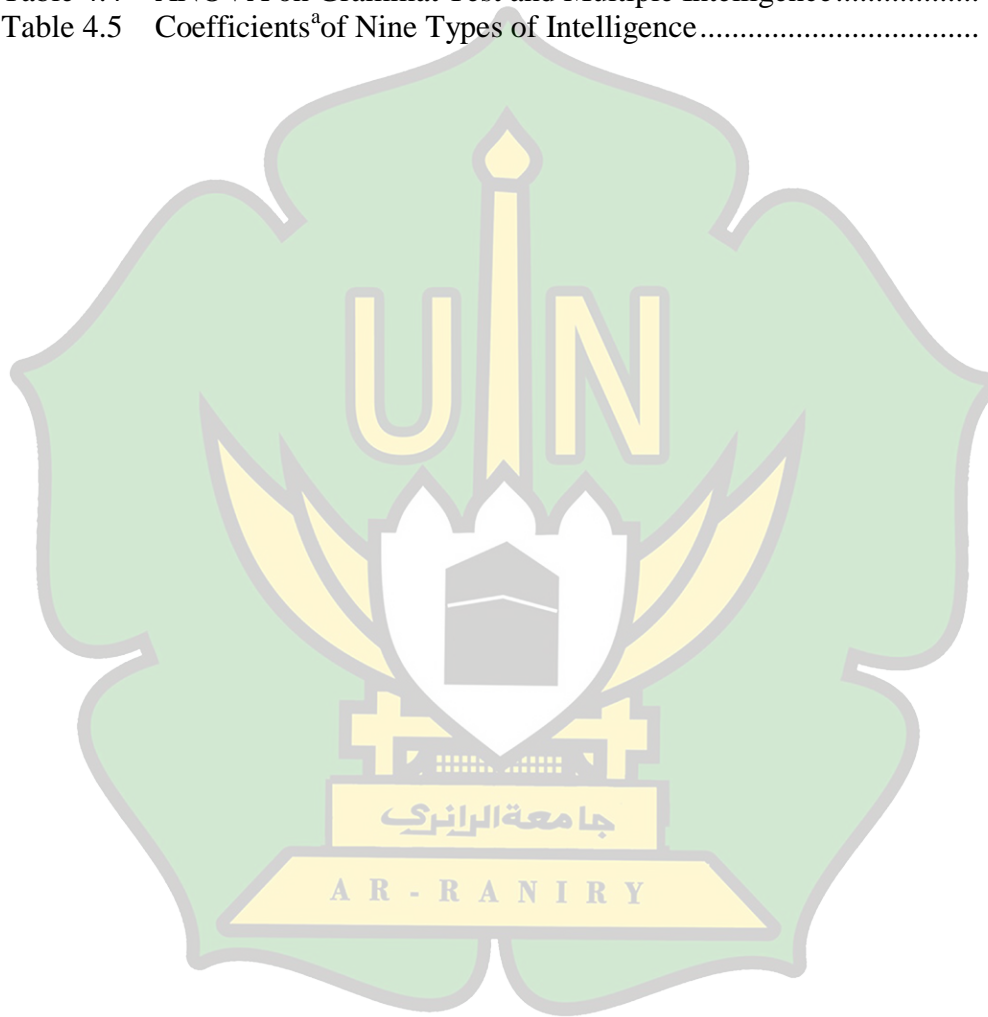
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CHAPTER 1

INTRODUCTION

This chapter provides the scene for this study on the relationship of Multiple Intelligence accuracy and students' grammar ability. It introduces the background of the study, the previous study, the research aims, significant of the study, research question, and terminology.

A. Background of Study

In learning English, students have to master four skills of English itself they are; listening, speaking, reading, and writing. First one is listening. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. As mentioned in Nunan (2003, p. 24) “listening is an active, purposeful process of making sense of what we hear”. The students have to master listening ability. The students should interpret the meaning from what they hear. Therefore, listening is an active skill. So, the writer can say that listening is the ability to identify and understand what sounds are saying. It is a skill that some students need to work at harder than others. Students who have difficulty concentrating are typically poor listeners. To advanced students listening ability they need to learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, the students can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as students can. Not only listening, the students also need to speak fluently. Speaking is the delivery of language through the mouth. To speak, we create

sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the use of language to communicate with others. Furthermore, there are two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. There are two type of speaking, informal and formal speaking. Informal speaking is typically used with family and friends, or people you know well. Formal speaking occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to. Next skill that students need to master is reading. Reading skills is the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material. Reading skills are the skills acquired through reading, such as comprehension, fluency, and independence. These skills give students the ability to give clear meaning to the turn words on a page. These skills are important because the students read something in some form every day. It is an integral part of modern life. In reading also have many common problems in students with reading disorder include: slow reading speed, poor comprehension when reading material either aloud or silently, omission of words while reading, reversal of words or

letters while reading and difficulty decoding syllables or single words and associating them with specific sounds (phonics). These are the problems students get in learning reading skills. To solve the problems, students apply certain steps to alleviate the damage done by some of the previously mentioned reading problems. There are: students can take a break to understand the reading, the student can also take a note of the reading they read to make sure they get the mean on the reading itself, and to advance the reading students also can read aloud in their own place to get more understanding on what they read. The last skill in learning English is writing. Writing is a way of thinking and learning. It gives unique opportunity to explore ideas and acquire information. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. By mastering writing skill the students can write academically and able to interact each other by texting or written communication. According to Zamel (2007, p. 207), writing is a process which the people can explore and discover their thoughts and ideas in written form. Besides that, writing system is a system of written symbols which represent the sounds, syllables, or word of language (Richards, 1985, p. 409).

In learning English, writing is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. Language is made up of systems and skills. The four systems of language are grammar, vocabulary, phonology and discourse. All systems in the language have an important role in English. Vocabulary greatly affects the

students' ability in writing and speaking in English. When students have a lot of vocab, it will be easier to pronounce English through written and spoken words. Not only that, vocab also helps students recognize various forms in English such as verbs, nouns and others. The benefits of Vocabulary are also able to improve the ability to read English texts. Vocabulary will indeed be very helpful in honing English skills. Good reading, speaking even writing.

Learning grammar is not easy, as every language that has its own respective language structures that make these languages differ from one another. English learners will face many problems in understanding grammar and formulas in English. Students will feel that grammar lesson is boring and difficult to understand. For some students who still lack knowledge about grammar, of course, they will get confused about why the verb of a sentence must change, either in present, past or future. Moreover, English is very different from another language, in terms of the verb, and its structure. English has some components which are not present in many languages and as a result, these make students confused when they learn English.

In teaching English, an English educator should consider and comprehend the learning strategies applied to their learners. It helps educators to recognize the diversity of the learners in their potentials from the learning process. The ability capability is called Multiple Intelligence where Multiple Intelligence is an important part of every student. The previous researchers used Multiple Intelligence as a race in categorizing one's abilities or someone's intelligence. Multiple intelligences creates the students to be able to understand something,

according to their own abilities, good at doing something even in the process of learning and understanding grammar formulations in English.

In the English education, due to individual differences, some learners acquire a new language more quickly and effectively, while others may struggle and make slow progress (Dörnyei&Skehan, 2003). Students have different thinking skills especially in matters of learning. Some students do not learn in the same way, they produce different characteristics to increase their learning due to their own actions and thoughts. All students created by having various kinds of understanding are called intelligence. According to Mustaqim (2004), intelligence is often interpreted as the ability to understand things and abilities to argue, the more intelligent someone has, the faster he/she understands a problem and the sooner takes an action to solve.

The abilities and expertise that the researchers mentioned above are what is called "intelligence". The theory of Multiple Intelligences. Armstrong (2009, p. 6) described that 7 intelligences criteria exist in humans that can be explained directly. They are bodily-kinesthetic intelligence, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence. Gardner stated that everybody was born with all intelligences, but they have the tendencies in some and are weak in others. For example, some students are good in the field of mathematics, some master the field of linguistics and there are even students who like art. Therefore, the students become great in their field. Someone can strengthen the weakness by way of keep exercising certain intelligence. Students' tendency towards certain

bits of intelligence might have an impact on the way they learn grammar in English. Various intelligences will be one of the extraordinary approaches or strategies in differentiating the way students learn something, where students have their own uniqueness in responding and following instructions in learning grammar. With the following intelligence strategies, students will get different achievements in understanding grammatical problems in learning English. Based on Naoe's study in 2010, the effect of using Multiple Intelligence strategy based activities remarkable improve student's performance in grammar and writing ability. In addition, Nolen (2003) found a significant relationship between learner's verbal intelligence and their grammatical knowledge. Besides, it can be observed that several aspects of language skill, in this thesis, English grammar are influenced by different bits of intelligence. In the process of grammatical comprehension, quite a lot of parts interact with Gardner's Multiple Intelligences theory. This implies that different types of intelligence have differential relationships with the learning of various areas of knowledge.

In the Boarding School of DarulIhsan itself, the most difficult skill in English is grammar. Based on the result of the pre-interview, the teacher explained that most of the students did not understand the materials such as the formula, pattern and how to construct the sentences. Furthermore, the students did not pay attention when they studied Grammar since it was quite difficult to understand.

Based on the statements above, the teacher and the students need to find out the solution to the problem. Multiple intelligence competency and language

learning can be one of the alternatives to solve the problem faced by the students. Multiple intelligence competencies and language Learning helps students relate subject matter content to real-world situations and motivate them to make a connection between knowledge and its applications to their lives as family members, citizens, and workers and also engage in the hard work that learning requires. Hopefully, through multiple intelligence and language learning the students are able to create a better way to their understanding in constructing and using the simple present time, past time and future time. Hence, they are able to acquire the Minimal Mastery Criterion level – *Kriteria Ketuntasan Minimum* (KKM). To fill this gap, this research aims to explore the potential relationship between multiple intelligences and the learning process of English grammar.

B. Research Question

Based on the limitation of the study above, the research question are:

1. Is there any relationship between Multiple Intelligence and students' Grammar Ability in DarulIhsan?
2. Which Multiple Intelligences are most related to students' Grammar Abilities in DarulIhsan?

C. Research Aims

The main objective or research objective is:

1. To identify the correlation between Multiple Intelligence and students' Grammar Ability in boarding school DarulIhsan.
2. To find out which Multiple Intelligence is most related to students' Grammar Abilities.

D. Significant of The Study

This study is hoped to be beneficial for English teacher in DarulIhsan. It can give input in the teaching-learning process, especially in teaching grammar structure. Second, this study also provides feedback and evaluations for the students. So they will avoid the same problem. For the writer herself, she will have a valuable experience dealing with grammar ability and multiple intelligences. Besides, at least there are two theoretical significances of this study. Firstly the elaboration of this study may be used by other writers to conduct a study of the same topic but from a different perspective. And for the second, it may be used by other writers to conduct further research dealing with the method in teaching grammar by understand each students' different multiple intelligences.

E. Research Terminology

In order to avoid the readers misunderstanding, it is important to the researcher to define the specific term:

1. Multiple Intelligences

Multiple intelligences is a psychological theory about the nature of the human mind (kafanabo, 2008) introduced by Howard Gardner in 1983 in his book "frame of mind; the theory of multiple intelligences". The theory explains that human has about 8 skill variations that can be developed throughout life; musical intelligence, visual intelligence, logical mathematic intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, linguistic intelligence, and naturalist intelligence. This model is one of a variety of learning style models that have been proposed in general education and have subsequently

been applied to language education. Everybody has all the skills, but only a few of them will be stronger. The tendency of this ability depends on someone's efforts to develop their talents and abilities. First Gardner proposed this theory in the world of psychology but over time, this Gardner's theory can also be applied in various cases in the world of education. Not infrequently also matters relating to psychology can also influence the perspective of how students learn in understanding grammar lessons. Multiple intelligence theory emerged as a major strategy for improving students' achievement across the curriculum event those of learning disabilities or underachievers (Fathi, 2008). Learning does not occur incidentally, but "we should go seeking it using techniques that stimulate our minds in specific ways in different fields including Arts, manipulations, music, body tools, scientific stories, narratives, trips...etc (Al-Assar, 2005:205).

2. Grammar Ability

According to Hirai (2010), grammar is a way to organize the sentence and create a good language. Moreover, Gerot and Wignel (1994) defined grammar as the theory of language which shows the process of language happened. Besides that, Scott Thornbury (1999) said that grammar is an analysis of the form of the sentences which has meaning. Also, grammar is the forming of meaning from the combination of words and it describes the language works (Ur, 1991). Crystal (2004) argued that Grammar is the way to state our feeling through the structural form of Language. From description above, it can be concluded that grammar is related to the form of words and sentences. It also shows the process of language can create the structural meaning. English grammar ability is a skill to identify the

structure or the rule of English sentences. It also defined the term of grammar ability as the potential to understand the right sentences of academic writing. In this study, the term grammar ability is used to state the student grammatical skill which was represented in the form of a score students' grammar ability at Boarding School of Darullhsan.

3. Students Grammar Ability at Boarding School of Darullhsan

Based on the results of a short interview with several English teachers in Darullhsan. The grammar ability of students in Darullhsan is still relatively low, as beginner students, they need to be more understanding of grammar problems. Some of them are still confused about applying grammar in the form of sentences that are good and right. Some have understood but have difficulty in answering various grammar problems they face. Students only memorize the vocabulary and apply it in daily life through conversations that they do in the school environment without understanding the location and use of the correct grammar. In an attempt to verify the above statement, this study focuses on the intensify grammar ability between multiple intelligence of foreign language learners.

CHAPTER II

LITERATURE REVIEW

This chapter discusses several terms of Multiple Intelligence relationship with students' Grammar ability. It provides some previous studies which have almost the same topic with the present study and some theories which bring about the present study.

A. Previous Study

Most of the time previous studies mean exactly that: studies published were disseminated in the past that report results of research findings. This could mean the authors tested a specific hypothesis, test the tenets of the theory, or tried to answer a specific research question.

Kelly (2005) worked on the development of an original framework for using Multiple Intelligences to model learning characteristics. He tried to find the relationship between multiple intelligence and learning styles and strategies. He found that the concept of intelligences and styles as predictive as language performance was supported by evidence. Indeed, results showed the positive effectiveness of different MI-based styles in students' learning process.

B. The Description of the Theory of Multiple Intelligence

Every human is born with the potentials which will be developed through life. Gardner has proposed that human cognitive competence can be defined in term of skills, talents, abilities and mental skills called intelligence (Gardner,

1993). This intelligence are the results of the research at project zero on the development of various skills in normal children, studies of breakdown of cognitive abilities in stroke patients and other brain-damaged individuals, works with prodigies, idiot savants, autistic children and other special populations, and a review of literature on psychological testing and the relationship between test scores and performance on different tasks (Armstrong, 1994 as cited in Temiz (2010). Gardner (1983) describes eight intelligences. The reconsideration of the word “intelligence” has greatly affected the way the educational community perceives students. These distinct intelligences has been identified to assess the wider range of intelligent behavior. Through the theory of Multiple Intelligences, we can seek to address student’s diverse intelligence by creating individualized learning environment. An interesting aspect of this theory is that intelligence that are different can still be easily identified through common life experiences (Gardner, 2000).

Education, the key of many individual and group developments, plays a very crucial part role in social. Plato as cited in (shore, 2004, p.125) in his proverb said, “ do not then train youth to learning by force and harshness, but direct them to it by what amuses their minds so that you may be better able to discover with accuracy the peculiar bent of the genius of each.” Educators always concerned about what educational method can be benefit the students the most. Gardner’s (1993) Multiple Intelligence theory is potentially one of them. Gardner claimed that educational methods should be created and adjusted to be more flexible for students who have different intellectual capacities, and should be re-designed and

rearranged to use the multiple intelligence effectively so that those would benefit students, teachers and society.

Multiple Intelligence theory suggests that there is not just one concrete measure of intelligence and by implication a single way of teaching. Hence, Gardner suggests that learning and teaching can be understood and practiced through many avenues. He starts with seven intelligence but his research has now described nine intelligence. These include not only mathematical, linguistic, and visual learning but also bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist and most recently existential intelligence (Shore, 2004, p 136). The ninth intelligence, existentialist intelligence, being more recent, is not in much of the literature on multiple intelligence, so that the researcher excluded it in this study. However, school curriculum have traditionally focused on the logical mathematical and linguistic intelligence. Therefore, schools teach more effectively for the students who have strong language and logical skill. Based on Gardner's theory, Chapman and Freeman (1996) draw three implications that are useful for this study. Firstly, intelligence can be taught or at least enhanced learning. Secondly, intelligence are changing throughout life. Thirdly, the existence of different intelligence that different students possess results in different learning style and different needs. Hence, (Chapman, 193) suggests several implications of Gardner's theory.

1. Everyone has at least an Intelligence of strength.
2. Everyone has some weaker Intelligence that can cause discomfort.

3. Weaknesses can be strengthened, moving from an area of discomfort to comfort.
4. One's brain is as unique as a fingerprint.

These ideas suggest that teachers may need to ensure that our classroom, teaching practice and programs, take account of the different multiple intelligence of students and the learning styles associated with each in addition, there are some example vocations for each intelligence, most vocations involve several intelligence (Moran et al, 2006, p 23). Therefore, some of professions stated above are matched with two or more intelligence. This can also be explained using the principals of Multiple Intelligence that Gardner (1983) expressed that a normal individual has all the intelligence and strengths and weakness in multiple intelligence, but the intelligence work together to allow the individuals to do something, there is a relationship between Multiple Intelligence and there is no any activity which contains only one type of intelligence in life, people use different intelligence together even when they do a simple task (Kafanabo, 2008).

The ideas above refer to all the different intelligence. Gardner suggests practical guidance on the educational use of the theory and introduced three new bits of intelligence as an existential, naturalist, and spiritual intelligence, thus expanding the concept of intelligence, it useful to give a fuller description. Gardner indeed suggests that during a learning episode it will be normal for a number of intelligence to be used together. In fact, he suggests that all intelligence are needed to function productively in society.

1. Verbal/Linguistics Intelligence

Verbal/ Linguistic Intelligence is the ability to use language in special and creative ways. Verbal/linguistic intelligence people often choose professions as language teachers, interpreters, editors, linguist, radio or television announcers, reporters, librarians, lawyers, writers which they strong in. people who have strong verbal/linguistic intelligence usually have a good vocabulary. They like to read books and always seem to be absorbed in books and so well in English class (Gardner, 1993). If the students want to develop their linguistic intelligence while focusing on language learning, they can consider doing the following activities:

- a. Brows the bookstore or the library regularly
- b. Read many book, newspaper, and read some joke books and practice telling the story to friends
- c. Write a diary
- d. Play word game
- e. Memorize a favorite song, poem or a story.
- f. Take together with friends and takes turns to read the part of the story.

2. Logical / Mathematical

Logical Intelligence is the ability to think rationally, often found with doctors, engineers, programmers and scientists. Generally, student with Logical intelligences learns mathematics well, like computer programming and highly competent in problem solving (Naeni&Pandian, 2010, p. 100).

If the students want to develop their logical/mathematical intelligence, with particular focus on language learning, they can consider doing the following activities:

- a. Watch science program on television
- b. Read about famous scientist and their discoveries
- c. Watch detective movie
- d. Play logical mathematic game
- e. Visit the science museum for fun
- f. Use technology

3. Visual/Spatial Intelligence

Visual/spatial intelligence is the ability to form mental models of the world. Visual/ spatial intelligence people often have work as decorators, sculptors, and painters are good at. Spatial Intelligence is also the ability to manipulate and model the ideas spatially and draw them in detail. It is the ability to present the spatial world in the mind and present it in the real world. Razmjoo (2008, p. 160). They are expert in art love painting exhibition. Spatial students learn visual easily. They would rather draw a picture than write a paragraph. They notice colors, shapes, patterns, and how light falls on object. If student want to develop their spatial intelligence while focusing on language learning, they can consider doing the following activities:

- a. Work on jigsaw puzzles involving language

- b. Take a film making course
- c. Cut the favorite picture on the book or magazine then collage it.
- d. Pay more attention on television advertisement, films, and videos
- e. Take a walk and outdoor and describe things around
- f. Create story by sketching pictures

4. Musical/Rhythmic Intelligence

Musical intelligence is the ability to recognize and use nonverbal sounds. This kind of intelligence is sensitive to melody and voice. Musical intelligence people also have a good ear for music and strong in singers and composers. They also can hear music in their head and learn songs quickly. They like to spend hours listening to music on the radio or CDs. If students want to develop their musical intelligence within language learning, they can consider doing these activities:

- a. Attend to concert with friends and family
- b. Listen to various different music, such as classic, jazz, rock, pop, international, country, and act.
- c. Make a tape or record favorite song
- d. Keep a list of all the music they hear all day
- e. Sing English song in the shower
- f. Join the choir or musical class
- g. Turn some of the learning into a song chant.

5. Bodily/Kinesthetic Intelligence

This intelligence is able to use the body skillfully to express ideas and feelings. It is a physical potential which will developed most of the time. The people who have bodily intelligence also having well-coordinate body, something found in athletes and craft person. They like moving around and participant in active activities. Students with a preference for this kind of intelligence generally have skills such as strength, balance, endurance, flexibility, and coordination. If students want to develop their bodily intelligence with particular focus on learning, they can consider doing the following activities:

- a. Dance all the time
- b. Play sports in neighborhood
- c. Enroll in dance, drama and theater class
- d. Learn cooking, gardening, woodworking, or car mechanics.
- e. Being active
- f. Act out a story

6. Interpersonal Intelligence

Interpersonal intelligence is the ability to be able to work well with people. They strong in understand others, feeling, and thinking readily, which is strong in salespeople, politicians, lawyers, travel agents, psychologist and teachers. If students want to develop their interpersonal intelligence with particular focus on learning, they can consider doing the following activities:

- a. Join organization in the school
- b. Be a people watcher, go around and watch people interaction

- c. Have a party with family and neighborhood
- d. Make a point of meeting and talk to one new person
- e. Interact with another person you don't know before

7. Intrapersonal Intelligence

Intrapersonal intelligence is the ability to understand oneself and apply one's talent successfully, which lead to happy and well-adjusted people in all areas of life. People with preference for intrapersonal intelligence like to produce questions such as "Who am I?" "What is the purpose of life?" and so on. Intrapersonal intelligence people often become therapist, writer and religious leaders. This the following activities to students to develop their intrapersonal intelligence with particular focus on language learning:

- a. Think about their goals and hopes for the future
- b. Do the activities that make them feel confident
- c. Attend religious services
- d. Record their thought and feeling in journal
- e. Write down their dream when they go to bed
- f. Sit and daydream the places that would like to go
- g. List their strength of language learning and areas in which they need assistance.

8. Natural Intelligence

Natural intelligence is the ability to recognize and classify both the animal and plant kingdoms, to make other consequential distinctions in natural world.

Students with natural intelligence enjoy being outside, seeing the view of nature. They also like plants and animals (Naeni&Pandian, 2010, p. 97). Natural intelligence people often choose career as farmers, botanists, conservationists, environmentalists and biologist. If students want to develop their natural intelligence with particular focus on learning, they can consider doing the following activities:

- a. Visit the zoos, aquariums and another places where the natural world studied
- b. Be involve in a hobby that involve nature
- c. Watch movie, magazine, and television about nature
- d. Collects flowers, bugs, leaves and describe them
- e. Enjoy studying nature, plants, animal and their ecosystem
- f. Talk about favorite animal and pets

9. Existential intelligence

Existential intelligence is often called spiritual or moral intelligence. Saranne Durham (2020) states that, the students with this kind of intelligence often think more deeply about daily occurrences. They ask questions similar to why are we here? And, what the points of all this? They are also deeply philosophical thinkers and they have the capacity to look for answers to questions bigger than themselves. If students want to develop their existential intelligence with particular focus on learning, they can consider doing the following activities:

- a. Visit an astronomical observatory
- b. Give yourself time to daydream
- c. Meditate
- d. Keep a dream journal
- e. Develop your critical thinking skills
- f. Study modern philosophers
- g. Open discussions with friends and family about big picture ideas.

A. Multiple Intelligence, Thinking Skills and Learning styles

Three concepts that keep cropping up in educational debates and newspaper columns are: learning styles, thinking skills and multiple intelligences. Together, they describe the learning process, but they often get confused. This might help you to tell them apart: *Learning styles* are the different ways in which a learner takes in information. *Thinking skills* are the different ways in which a learner processes, stores and retrieves information. *Multiple intelligences* are the different skills and talents a learner uses to make products and solve problems - to demonstrate learning. Learning styles tend towards the 'front end' of learning; thinking skills towards the middle; and multiple intelligence the back end, though each one does contain features of the other.

In addition, using Gardner's various multiple intelligence, shore suggested five recognized learning styles that students exhibit:

1. Auditory students: these students learn best through discussion, verbal lectures. The students interpret the underlying meaning of speech through

listening to tone of voice, speed, pitch, and other nuances. Applying a tape recorder or reading text aloud has the advantages for the students.

2. Visual students: these kind of students need to see the teacher's facial expression and gesture to fully understand the content of the lesson. They can learn better in picture or another visual item including: diagrams, videos, flipcharts, illustrated textbooks and hand-outs. The students often chose the front line seat to avoid visual obstructions.
3. Tactile/ kinesthetic students: this student have active move in the classroom during learning. They need to do some activities and exploration.
4. Global students: these students are intuitive and spontaneous. Information needs to be presented in interesting way by using attractive material, because they do not like to be bored.
5. Analytic students; these students focus on details and are logical. They work individually and prefer to organize their work. The students learn best when the lesson are structured and teacher-directed, and information is presented in sequential steps (Shore, 2004, p. 119).

B. Multiple Intelligence in Educational Setting

Multiple intelligence have numerous practical applications in the classroom because it supports and recognizes individual strengths in students that are based on a variety of intelligence (Kafanabo, 2008). Besides, this theory can bring a change in the way student label themselves as smart or dumb. They can perceive themselves as potentially smart in a number of ways ("Moran et al., 2006, p. 24")

because multiple intelligence asks the question “In what ways is this person smart?” rather than “is the person smart?”. Gray & Vilens (1994) as cited in Temiz (2010). The concept of Multiple Intelligence is highly effective way to think “being clever”.

In this respect, Multiple intelligence enable lecturer to view their students as unlimited human beings and expressed that there no hopeless because every child interprets the world and learns in different way (“Aborn, 2006, p. 83”). In addition Gardner (1983) formulates 3 main points when we want to apply this theory in the classroom. They are:

1. Students have to use their preferred intelligence in the classroom because it influences how the way students learn.
2. The instructional activities should suitable for each intelligence
3. The assessment of learning should measure multiple intelligence

The methods of learning should concentrate on Multiple Intelligence in order to improve students result. However, most educators mistakenly groups students into different lesson plans. Instead, plan rich learning experiences that care for each student’s combination of intelligence. Moran et al (2006). Apply an analogy to explain the cooperative working of Multiple Intelligence in educational setting.

C. Grammar

The word grammar has several meanings. Different experts explain grammar differently. Harmer (“2001, p. 12”) states that grammar as the description of how words can change their forms and can be combined into the

sentence in the language. Referring to the above resolution, grammar is a collection of rules about the grammatical structure of language. This collection of rules is commonly known as Grammar. Coghill and Stacy (2003: 26) proposes the following grammar: "The grammar is a set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units." Similar to the definition above, Swan (2005: 19), more linguists tend to pay attention to English Native English (British English) Defines grammar as "The rules that show how words are combined, arranged or changed to show certain kinds of meaning".

For learners starting to learn a new language, it is necessary for them to learn the basic grammar rules of the target language. They have to understand grammar. Wilcox (2004) states that grammar could not be separated from language; it is a part of language. Grammar arranges the way to construct meaningful sentence, it can be conclude that grammar is one of important things in language.

Grammar can also be defined as a set of shared assumptions about how language works (Yulianti, 2007). The students have to master some grammatical points to state the rules of grammar. The grammar ability use to share ideas, emotions, feelings, or observation with another. In the grammar, the students learn many aspects such as functions, form, and the usages of words or sentence structure. By mastering grammar, learners will understand about the word order and how to create acceptable sentences in English. It is all learnt in grammar

scope. From all the grammatical rules in English, the researcher limited the concepts of grammar that would support the data analysis as follows:

1. Passive voice

Azar and Hagen (2009) explained that passive is a reverse of active sentence. The object in active verb becomes the subject in passive verb. The verbs that use in passive voice are transitive verbs or the verb which can follow by object. The main form of passive voice is: *be + past participle*. For example:

Active: *Adam surprised Nia*

Passive: *Nia was surprised by Adam*

Passive is different from active, Alexander (1998) added passive has its own uses in English. Generally, it used in three ways as follows:

- When someone does not want to take responsibility for something, for example: “*the water will be boiled soon*”.
- When someone does not focus on who, but what is happening, for example: “*our car was scratched*”.
- When someone wants to avoid vague subject, such as one, someone, and they, etc. for example: “*shoes repaired*” not “*one repairs shoes*”.

2. Verb Tense and Form

There are sixteen tenses in English grammar. In this study, the researcher found four tenses that are frequently used by the students. They are:

a. Simple Present Tense

According to Azar and Hagen (2009), simple present tense is generally use to express habits and facts. In simple present tense, the base form of the verb is use

for all subjects except for the third person singular subject. The verb form after the subject needs to add s/es at the end of the word. The common time markers in simple present tense are: *always, often, usually, every day, every week, twice a month, etc.* for examples:

- Andi plays volley every week
- The earth is not flat

b. Simple Past Tense

Simple past tense is used to express events, actions, or situations which happen in the past. The actions begin and finish in the past (Azar and Hagen, 2009). It can also express habits and duration in the past. The verb used in past tense is past form at the time markers are *yesterday, last night, two hours ago, a year ago, etc.* for example:

- *Andi played volley last night*
- *They stayed up all night*
- *I played football when I was young.*

c. Present Perfect Tense

Alexander (1998) explained that present perfect tense refer to the actions which started in the past and still happened until now. The basic form of present perfect tense is *have/has + past participle*. Therefore, the verb form of present perfect tense is past participle. For example:

- *I have seen that movie*
- *She has lived here since 1998*
- *Have you ever heard about the news?*

d. Past Perfect Tense

Past perfect tense express completed actions before a different past action.

The verb form used in this tense is past participle form. Example:

- *The class had already begun when we arrived*
- *We had owned our house for ten years before we sold it.*

Easwood (2002) categorized verb in five forms. They are:

- Base form it is used in imperative sentences, present tense, and infinitive (play)
- “-s” form: it is used in present tense with third person singular subject (plays)
- Past form: it is used in past tense (played)
- “ing” form: it is used in gerund and active participle sentences (playing)
- Past participle form: it is used in perfect sentences and passive voice (played).

3. Subject-Verb Agreement

In a proper sentence in English, the subjects and verbs must agree. The agreement in sentences is related to the number of subjects. It means, if the subject in a sentence is in singular, the verb must also be in the singular form and vice versa (Watson, 2006).

For example:

- *The student goes to school*
- *The students go to school.*

Watson noted some rules which can be followed by learners to avoid errors in subject verb agreement.

a. The verb will always be plural when the subject of a sentence is joined by "and". For example:

- *You and I are roommates.*

b. The verb will always be singular when we find two singular subjects which are joined by 'either...or and' neither nor ". For example:

- *Either Saturday or Sunday is okay for me*

c. If the sentences have two subjects which one subject is singular and the other one is plural, the verb determines either the verb is singular or plural. For example:

- *Neither the tires nor the radio is worth that price.*

4. Word Order

Word order notes the sequences of the words that we use in a sentence. About this matter, Alexander (1998) noted that word order can influence the meaning of a sentence. To produce a good science, he proposed a basic word order of an English sentence as follows:

Subject + Verb + Object + Adverb

For example: *I bought a hat yesterday*

A time reference can also be put at the beginning of a sentence.

For example: *Yesterday I bought a hat.*

Alexander added that there are four forms of sentence. They are:

- A statement: "The shops close / don't close at 7 tonight".
- A question: "Do the shops close at 7 tonight?"
- A command: "Shut the door "or" don't shut the door "

- An exclamation: "What a slow train this is".

5. Preposition

A preposition must have an object in a sentence. This statement is strengthened by Stobbe (2008) who explains that a Preposition could be a word or group of words to show a relationship in a sentence. He puts a preposition after the noun or pronoun of a sentence. For example:

- *He sits at the chair*

Based on the functions, there are three types of prepositions:

- *Preposition of time: in, on, at, after, during, etc.*
- *Preposition of place and position: in, on, at, among, inside, outside, etc.*
- *Preposition of movement: towards, out of, etc.*

6. Articles

There are two types of articles; definite article (the) and indefinite article (a/an). Indefinite article is used for unspecific things or to introduce a person or things at the first time, A and * An "have the same meaning. They are used before a singular countable noun. A 'is used in front of consonant sounds (a glass, a chair, a bag) and 'an' is used before vowel sounds (an umbrella, an hour, an eye) Rather, definite article is used to refer to specific things, something that is known, or something which is explained before. It can be combined with singular or plural countable nouns (the book / the books) and also with uncountable nouns which are always singular (the furniture) (Alexander, 1998).

7. Plurality

Plurality refers to the nouns of sentences which are in plural form. In plural forms, a noun is usually added by morpheme “-s” (friends) or “-es” (matches). Besides, there are also many exceptional nouns which do not need additional “-s/es” construction of the plural form, such as for *mouse (mice)*, *person (people)*, *sheep (sheep)*, and *fish (fish)* (Azar & Hagen, 2006).

8. Pronoun

Alexander (1998) explained that pronoun is used to replace a noun, either as a subject or object. Generally, there are three forms of pronoun. They are subject pronoun, object pronoun, and possessive pronoun. Stobbe (2008) described that a personal pronoun is used to replace words for people, things, and places that serve as a subject in a sentence. They are: I, you, we, they, he, she, and it. An object pronoun aims to replace object words in a sentence. They are: me, you, us, them, him, her, and it. For possessive pronoun, it is used to show possession. They are: mine, yours, ours, theirs, his, hers, and its. Sometimes, we use an unspecific or unnamed pronoun in a sentence. The pronoun is used for people, things, and place in general. It is used in singular or plural pronoun. For singular pronouns, we can use the words each, somebody, something, or anything, etc. Thus, for plural pronouns we can use both, several, few, or many, etc.

D. Significance of Grammar in EFL Contexts

Rubin (1975) has emphasized the significance of grammar knowledge to success among good language learners. In language education, several scholars refer to grammar as the heart, the core or the frame of language learning. Purpura (2004), Saaristo (2015), Wang (2010), stated that Grammar is like a frame of the

house; without this framework, good materials and building blocks cannot constitute a solid house. Batstone (1994) states as the learner's distance to the target language grow, like in the context where English is used as a foreign language, grammar becomes more useful; it helps learners be able to shape the order and organization of information more effectively. Duso (2007), cited by Pontarolo (2013), argues that the issue is not whether grammar should be taught but how it can be applied to foreign language teaching. The results from this study, therefore, help shed some light on useful grammar learning strategies that should be included in the grammar class.

From the learner's perspective, McDonough (2002), who investigated the facilitation of learning foreign language, found that 81% of the learners in the study valued the usefulness of grammar practice. Bade (2008) similarly argues that formal grammar instruction is not only welcomed but demanded by students; the only condition expressed by learners is that grammar teaching should not take precedence over other aspects of language teaching. A successful language learner in Griffiths' study (2010: 13) further reported in an interview that along with many other practices, he spends two to three hours a day working on his grammar. A study carried out by Farjami (2011) also confirmed learners' interest in studying grammar because it helps promote their development of language proficiency and language skills.

E. Grammar Strategies

The focus of past studies on grammar strategies can be classified into 4 categories: the identification of learners' strategies, the relationship between

individual differences and the strategy application, the effect of strategy integration in grammar instruction and the relationship between strategy application and achievement. Attempting to identify good learners' grammar strategies, Fortune (1992) found that the higher level the learners were, the more likely they preferred inductive grammar exercises. Pawlak's study (2008) showed that advanced Polish EFL learners, employing varied grammar learning strategies but failing to apply grammar structures in communicative tasks, preferred traditional strategies. Bade (2008) reports, based on a study of a 20-week course entitled "English for Living and Working in New Zealand," the following grammar strategies: using time outside of class to practice each grammar point for 10 minutes, trying out grammar forms in their sentences based on a model sentence, and basing their learning of a grammar point on explicit rules and a text that exemplifies these rules so that they could learn the points accurately.

Morales and Smith (2008) reports highly-motivated students of Spanish used strategies involving mental images to remember the correct use of grammatical forms. Regarding the relationship between learner differences and strategy application, Anderson (2005: 759) mentions more research is needed on the influence of individual differences and language learning. Bayou (2015), who studies the influence of gender on grammar learning strategies applied by grade 11 students, provides a sample study in this needed area. However, it was found that there was no significant relationship between gender and grammar strategy application.

CHAPTER III

RESEARCH METHODOLOGY

This chapter comprises some aspects of methodology including research plan, research sites and participants, method of data collection, method of data analysis, validity of data and criteria of Multiple Intelligence success used in this study to analyzed Multiple Intelligence relation between students' Grammar ability.

A. Research Design

In this study, the writer uses a quantitative approach. To collect the sample of the study, the writer using stratified random sampling. There are two of research plan conducted in this study are test and questioner.

1. Test

This ponder was conducted with two classes that are chosen utilizing the test as disobedient. To degree the participants' linguistic use capability, the analyst utilized an examination test that contained 20 language structure questions. In gathered to look at the distinction of students' scores, they are given the test to discover out the diverse accomplishments in understanding linguistic use structure. Brown (2004:3) expressed that a test could be a strategy of measuring a person's capacity knowledge, or execution in a given space. Within the same line, Nitko (1983, P. 6) characterizes test is precise method for watching and depicting one or more characteristics of individual with the help of either a

numerical of category system. Based on Cronbach in Azwar (2005) characterizes a test may be a precise method for watching a person's behavior and portraying it with the help of a numerical scale or category framework.

In short, a test as an instrument of evaluation is a systematic procedure of description, collection and interpretation in order to measure the test taker's achievement ability, knowledge, and performance what they have been learned in learning process and to get a value judgment. The purpose of a test is able to give the valid information on the students' abilities and knowledge. Hence, the successfulness of the teaching and learning can be seen in the test's results.

2. Questionnaire

An earlier numerous insights stock was moreover utilized to choose the test of the ponder. Bell and Waters (2014) and O'Leary (2014), each offer clear checklists for making a survey from starting to conclusion. By comparing the two, we have made a comprehensive list. Bell begins by reminding the analyst to get endorsement earlier to regulating their survey, at that point to reflect on what our question is and whether this is often the finest strategy to get the expecting data (Bell & Waters, 2014).

Kothari (2004) states that there are two essential approaches in inquire about, they are quantitative and subjective approach. He clarifies that a subjective approach is utilized for the marvels which can be conveyed and clarified in amount. In this way, quantitative inquire about will clarify the information and investigation in numerical information. Concurring to Stake (2005, as cited in Morse & McEvoy, 2014) clarifies that subjective consider contains an seriously

and comprehensive portrayal and investigation of an substance, wonder or a social unit. In this study, the author employments a quantitative approach.

To collect the sample of the study, the author utilizing stratified arbitrary examining. This consider conducts with two classes that are selected utilizing the test as instruments. Too, the author employments interviews to gather extra information. Other than, a earlier different intelligence inventory was moreover conducted to choose the test of the think about. To degree the participants' linguistic use capability, the analyst utilized an examination test that contained 20 questions. In gathered to look at the distinction of students' scores, they are given the test to discover out the diverse accomplishments in understanding grammar structure.

B. Research Sites, Participants, Method of Data Collection, Method of Analysis, and Validity of findings

1. Research Site

This research was conducted at Darullhsan Islamic Boarding School in Aceh Besar. This school is a religion-based school which also studies English as a general subject that must be followed. This school consists of boys and girls schools. This study took two female class participants with English as a sample of the study.

2. Participants

a. Population of The Study

A population is the total of all the individuals who had certain characteristics and were being the interest of a researcher. Creswell (2008, p.151-152) stated that a population was a group of individuals who have the same characteristic. The populations in the study were 62, the students in level eight: 31 students of class VIII-E, and 31 students of VIII-G. The populations were grouped into three proficiency levels: higher, intermediate and lower. However, this study focused only on higher and lower achievers' grammar learning strategies.

b. Sample of The Study

Based on the Webster dictionary (1985, p.5) sample is a limited part of a statistical population whose properties are studied to gain information about the whole. Thus, the sample of this study was all students in class VIII-E and G. Initially, to homogenize the participants, a test was administered. The initial number of participants was 62. Having scored the papers and computed the mean and standard deviation, to select a homogenous group of participants, those whose score was less than one standard deviation away, the mean was selected as the sample of the present study. Therefore, 20 of the participants remained as the final sample of the study with a good score in grammar test.

3. *Method of Data Collections*

The technique of data collection in this research was quantitative (number-based). Quantitative data used in this study were the grammar test to know students' improvement score in learning grammar and used a multiple intelligence inventory as questionnaire to know students intelligence.

a. **Tests**

Brown (2004:3) stated that a test is a method of measuring a person's ability knowledge, or performance in a given domain. In this study, there were 20 questions of grammar test in the form of Passive Voice, Verbs Tense and Forms, Preposition, Pronoun, Plurality, and Article. The first was changing the sentences from active to passive and the second was adding the frequency of adverbs in the sentences and the third was Identifying the italicized word in each sentence as preposition, article, plurality or pronoun. In changing sentences there were 5 questions. The students were asked to change the active sentence to passive form. They have to change the object in active verb becomes the subject in passive verb. In the questions of adding the adverbs, there were 5 questions. They have to put the adverb already mentioned in a right place. In the last exercise, there were 10 questions. They have to identify which is called prepositions, plurality, articles, and pronouns. The students must finish the whole exercises in 45 minutes. Furthermore, Ma, (2008) says that test gives two purposes: first, these are to lead the students into the topic that they will learn. It will arouse the students' interest and curiosity to participate in the learning activities. Second, the purpose is to test

the students' ability of understanding or practical skill of language. Azerefegn (2008) agrees that are employed to check students' comprehension and to see if the student have acquired the knowledge and involvement in the lesson.

The following picture is the picture for grammar test (see appendix III for the complete questions).

Grammar test

Name: _____

Class: _____

Exercise 1: Active VS passive

Directions: change the sentences from active to passive.

1. The cat eats the fish.
- _____
2. The news surprised Andy.
- _____
3. Andy washed the bicycle.
- _____
4. She made the cake.
- _____
5. I have bought the new pencil.
- _____

Exercise 2: Verbs form

Directions: add the frequency adverbs to the sentences below to the right place.

1. Always
- She is on time for the meeting
2. Every day
- I go to school
3. Last night
- My father came to my house
4. Yesterday
- He painted the car
5. Sometimes
- I get up at 06.30

Exercise 3: Preposition, articles and pronouns

Directions: This exercise preview grammar terms used. Identify the italicized word in each sentence as *preposition*, *article*, *plural* or *pronoun*.

1. The students *written* the whiteboard. (....)
2. My uncle gives me *an* apple. (....)
3. *They* walked to the class with homework books. (....)
4. I left my doll *near* to cupboard. (....)
5. *She* is a singer. (....)
6. America is *a* big country. (....)
7. Jerry is in the hospital, *he* is a doctor. (....)
8. My friend brought me two *boxes* of pizza. (....)
9. *The* sky is full of stars. (....)
10. Our school between two *bridges*. (....)

Figure 3.1 the picture of the grammar test questions.

b. Questionnaire

In this study, researchers use some questionnaire to get some data of students' multiple intelligence in Darulihzan boarding school. The questionnaire used is a multiple inventory in which there are nine types of Multiple Intelligence. By

filling in the questionnaire, the teacher can analyze what intelligence is in students and what abilities are stronger in each student so that the teacher can easily identify what strategies and methods should be used when teaching grammar to students to be more effective and in accordance with their abilities. Questionnaires have many uses, most notably to discover what the masses are thinking. These include: market research, political polling, customer service feedback, evaluations, opinion polls, and social science research (O’Leary, 2014).

The example of the questionnaire can be seen in the picture below (see appendix III for complete questionnaire).

Multiple Intelligences Inventory
Copyright 1999-2017 Walter McKenzie,
The One and Only Surfaquarium

Note: This is not a test - it is a snapshot in time of an individual's perceived MI preferences

[Click here for an autocalculating Excel-based inventory](#)

[Looking for a picture based inventory for non-readers?](#)
[Or an Excel-based inventory that automatically completes your MI profile for you?](#)

[Multiple Intelligences and Instructional Technology](#) offers both on CD-ROM! [Click here for more information](#)

Name: _____
_____ .class

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

_____ I enjoy categorizing things by common traits
_____ Ecological issues are important to me
_____ Classification helps me make sense of new data
_____ I enjoy working in a garden
_____ I believe preserving our National Parks is important
_____ Putting things in hierarchies makes sense to me
_____ Animals are important in my life
_____ My home has a recycling system in place
_____ I enjoy studying biology, botany and/or zoology
_____ I pick up on subtle differences in meaning
_____ TOTAL for Section 1

Section 2

_____ I easily pick up on patterns
_____ I focus in on noise and sounds
_____ Moving to a beat is easy for me
_____ I enjoy making music
_____ I respond to the cadence of poetry
_____ I remember things by putting them in a rhyme
_____ Concentration is difficult for me if there is background noise
_____ Listening to sounds in nature can be very relaxing
_____ Musicals are more engaging to me than dramatic plays
_____ Remembering song lyrics is easy for me

Figure 3.2 Example of questionnaire

4. Method of Data Analysis

First, the analysis qualitative data used in this study is the interview of students, and then, in analyzing the numerical data firstly the writer tries to get the average of students' score per action. It is used to know how well students' score as a whole understanding the grammar form. It uses the formula:

$$X = \frac{\sum x}{n}$$

X: Mean

x: Individual score

n: number of students

Second, the writer tries to get the class percentages which pass the minimal mastery level criterion (KKM) in English subject. It uses the formula as follows (Anas 2008):

$$P = \frac{F}{N} \times 100\%$$

P: The class percentage

F: Total percentage score

N: Number of students

Third, after getting mean of students' score per action, the writer identifies whether or not there might of students' intelligence that related to students' grammar abilities. In analyzing the data, the writer uses the formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

P: Percentage of students' improvements

Y: Pre-test result

Y1: Post-test 1

$$P = \frac{y_2 - y}{y} \times 100\%$$

P: Percentage

Y: Pre-test result

Y2: Post-test 2

5. *Validity of Research Findings*

Validity is an essential criterion for evaluating the quality and acceptable of the research. Throughout the process of data collection and analysis, I had to make sure that the findings and interpretation of the study are accurate. Therefore, validating findings is an important stage to be conducted in order to make the study more valid and reliable. To apply this trustworthiness, three instruments of collecting the data employed in this research are test, and questionnaire. It is expected by using various methods in collecting the data. This study can reduce bias from the subject. The writer also use member checking in order to get participants feedback on the accuracy and credibility of the data. The findings which the writer gets from the research, the writer interpret the data, and made the conclusion. As Creswell (2014) stated that the last step to accurate the

data is classify students at levels that have been determined regarding the achievement of student respective grades and intelligence.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of research and its discussion. The finding deals with data collections, and the discussion deals with the interpretation of the findings.

A. Findings

The first research question sought to investigate there any relationship between Multiple Intelligence and students' Grammar Ability in Darullhsan. To answer this question, a multiple regression analysis was run. Table 1.3 and 1.4 contains the summary of descriptive statistics for the participants' grammar scores and their intelligence types. There are the highest intelligence suit with Grammar abilities was visual. The lowest intelligence that suit with grammar was natural intelligence. In the table 1.2 there were 3 students in the highest score of grammar. There two of them identified as intrapersonal and one of them identified as logical intelligence. To make sure about the correlation between multiple intelligences the teacher has to conduct some of multiple intelligence style in teaching English grammar in the school with different stile in every different way to make the students more understands grammar with their own way of learning.

The second research question attempted to see which Multiple Intelligences are most related to students' Grammar Abilities in Darullhsan. There were intelligences that the most related to the grammar ability in Darullhsan. There were visual, intrapersonal, verbal, and interpersonal intelligences. According to

the data above, students with visual intelligence tend to prefer learning with picture or something that can be seen as a media in learning. By using picture as media the students can identify the object of the lesson easily. Thus, the teacher who teaches grammar in DarulIhsan students must have the ability to align the class according to the intelligences of each students so all the students can understand the lesson that are given.

1. The Data Analysis of Test

The test was given to the students in order to measure the students' ability in Grammar. The researcher took class VIII-E and VIII-G as samples of this research. The test was held on august 13 to 16, 2020. To analyze the data of result of test, the researcher used the percentage system with the following formula:

$$P = \frac{f}{n} \times 100\%$$

Note:

P = percentage

f = number of correct answer

n = maximum correct answer

100 = constant value

The following table showed the range of score of test.

Table 1.1 the range score of test.

Standard	Range of score
Excellent	80– 100
Very good	70 – 79
Good	60 – 69
Sufficient	50 – 59
Fail	0 – 49

First step of collecting data is ranging the score. The score of test could be seen in the following table.

Table 1.2 the students score of grammar test

No	Name	Score	Standard
1.	RA	100	Excellent
2.	CIM	95	
3.	SNZ	80	
4.	NS	70	Very good
5.	AH	70	
6.	OT	70	
7.	NF	70	
8.	PA	75	
9.	NS	75	
10.	AN	75	
11.	TAF	70	
12.	NRA	75	Good
13.	FH	60	
14.	ER	60	
15.	PA	60	

16.	NN	60	
17.	NK	65	
18.	AF	65	
19.	NAY	65	
20.	NT	65	
21.	PM	50	
22.	SSA	50	
23.	SS	50	
24.	ZAF	50	
25.	KN	50	Sufficient
26.	ZZ	55	
27.	JN	55	
28.	NA	0	
29.	EG	0	
30.	NR	0	
31.	L	0	
32.	GZS	5	
33.	TA	10	Fail
34.	SA	15	
35.	IM	15	
36.	MM	15	
37.	CR	15	
38.	RSJ	20	
39.	S	20	
40.	SA	20	
41.	ANA	20	
42.	NC	25	
43.	UZ	25	
44.	MAZ	30	
45.	UM	30	
46.	NAZ	30	
47.	RM	30	
48.	RU	30	
49.	Y	30	
50.	MH	35	
51.	DZ	35	
52.	AD	35	

53.	RF	35	
54.	ZM	35	
55.	NK	40	
56.	SFN	40	
57.	ML	40	
58.	ATN	40	
59.	KNM	45	
60.	ZAT	45	
61.	ZEF	45	
62.	UFH	45	

It can be demonstrate that 1 student get the highest score in grammar test with the score 100. She answers 20 of 20 questions correctly. Two of them get scored 95 and 80 they also in excellent level. The second level can be assigned to 9 students who get the score 70-79. Their position is one step after the excellent standard. 8 students ranged in good standard with the score 60-65. The following level is 7 students with score 50-55. They included in enough standard. The lowest level is the students who get the score less than 50. There were 35 students in the lowest level. The following table showed the percentage of students' score.

Table 1.3 the percentage of students' score

Standard	Range of score	Number of students	Percentage	Result
Excellent	80– 100	3	4.8%	Pass
Very good	70 – 79	9	14.5%	Pass
Good	60 – 69	8	12.9%	Pass

Sufficient	50 – 59	7	11.3%	Pass
Fail	0 – 49	35	56.5%	Fail
Total	100	62	100%	

The table above shows the percentage of student grammar scores. There were several standards namely: excellent, very good, good, sufficient, and fail. Sixty two students who were taken the grammar test that the researcher has prepared before. There 3 students who had the higher score with the excellent standard. This data can be presented to be 4.8% and the students were categorized as passing the test. Nine out of 62 students also got grades from 70 to 79 which were a very good standard. It could also be said that 14.5% of all students had passed the grammar test. On the third standard, which is good there were eight students who passed the test with a range of score from 60 to 69 which was percentage at 12.9% with the passing result. Some of the students also passed the test with sufficient standards. There are seven students who get a range of scores ranging from 50 to 59. In this standard, students with a percentage of 11.3% can also be able to complete the test. The last standard is fail. in this standard the range of score is 0 to 49 with the number of students who were at this level are 35 students with a percentage test score of 56.5% which shows the results of failing the grammar test that has been given.

In addition, the mean score of the test will be measured by the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

\bar{X} = mean

$\sum x$ = total value

n = the number of students

So, it can be seen the total score of grammar test was 2685 from all the number of students in the test. This mean got from the result of dividing the total score by the total number of participants in the class. From the data above it explain that the students in DarulIhsan still lack of grammar understanding. Some of them could not pass the test easily. There were thirty five students get the result of the distribution reaches 43.3% which shows there are still in the low scores with failure standard.

Table 1.4 ANOVA on Grammat test and Multiple Intelligence

Table 1.4 indicates the extent to which each type of intelligence accounts for the variance in grammar; it shows the standardized coefficients and the significance of the observed t -value for each type of intelligence separately.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6326.287	9	702.921	1.236	.294 ^b
	Residual	29570.890	52	568.671		
	Total	35897.177	61			

a. Dependent Variable: Y

b. Predictors: (Constant), X9, X5, X2, X6, X1, X7, X8, X4, X3

H0: There is no significant regression effect of Grammar on Multiple Intelligence

H1: There is a significant regression effect on the relationship between Grammar and Multiple Intelligence

Because the value of Sig = 0.294, and is greater than the real level (0.05). $0.294 > 0.05$, then accept H0, that is, there is no significant regression effect on the Grammar relation to Multiple Intelligence.

Table 1.5 Coefficients^a of Nine Types of Intelligence

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	T
1	(Constant)	32.720	13.117		2.494
	X1	.359	.227	.261	1.584
	X2	-.174	.228	-.141	-.762
	X3	.456	.276	.371	1.656
	X4	-.170	.208	-.161	-.819
	X5	.082	.186	.070	.443
	X6	-.184	.208	-.136	-.886
	X7	.142	.174	.129	.814
	X8	.081	.175	.073	.465
	X9	-.283	.171	-.260	-1.658

a. Dependent Variable: Y

Based on Table 1.5, of the types of intelligence (X1, X2, X3, X4, X5, X6, X7, X8, X9). Because the Sig. on each Multiple Intelligence is more than the real level (0.05), so there is no significant effect Multiple Intelligence on Grammar.

2. The Data Analysis of Questionnaires

In order to complete the data needed, the researcher also distributed questionnaires for the students. It was aimed to find out the answer of the research question which aims to know the most relative students Multiple Intelligence and Grammar ability. The questionnaire was distributed at 13-16th august 2020. The questionnaires consisted of 9 sections which had been chosen by students to identify their intelligence. The students had to choose whether the statements were totally described themselves or not. The analysis of Multiple Inventory as questioner is shown in the following table:

Figure 4.1 Students' Intelligences

NO	NAME	STUDENTS' MULTIPLE INTELLIGENCE	STUDENTS' MI SCORE
1	RA	INTRAPERSONAL	100
2	CM	INTRAPERSONAL	100
3	SNZ	LOGICAL	90
4	NS	VERBAL	80
5	AH	VERBAL	90
6	OT	INTRAPERSONAL	80
7	NF	LOGICAL	80
8	PA	VISUAL	80
9	NS	MUSICAL	70
10	AN	KINESTHETIC	80
11	TAF	KINESTHETIC	90
12	NRA	INTERPERSONAL	90
13	FH	INTERPERSONAL	90
14	ER	INTRAPERSONAL	90
15	PA	LOGICAL	70
16	NN	MUSICAL	80
17	NK	KINESTHETIC	70
18	AF	NATURAL	70
19	NAY	VERBAL	50
20	NT	VISUAL	70
21	PM	EXISTENTIAL	90
22	SSA	LOGICAL	70
23	SS	EXISTENTIAL	90
24	ZAF	INTRAPERSONAL	40
25	KN	INTRAPERSONAL	70
26	ZZ	INTERPERSONAL	80
27	JN	VISUAL	90
28	NA	INTERPERSONAL	90
29	EG	EXISTENTIAL	90
30	NR	INTERPERSONAL	80
31	L	INTRAPERSONAL	90
32	GZS	MUSICAL	80
33	TA	VERBAL	60
34	SA	VISUAL	80
35	IM	LOGICAL	70
36	MM	MUSICAL	70
37	CR	LOGICAL	60
38	RSJ	VISUAL	30
39	S	EXISTENTIAL	90
40	SA	VERBAL	70
41	ANA	INTERPERSONAL	70
42	NC	KINESTHETIC	80
43	UZ	VISUAL	80
44	MAZ	VERBAL	60
45	UM	INTRAPERSONAL	50
46	NAZ	VISUAL	70
47	RM	KINESTHETIC	70
48	RU	INTRAPERSONAL	10
49	Y	VISUAL	70
50	MH	VISUAL	90
51	DZ	KINESTHETIC	80
52	AD	MUSICAL	80
53	RF	VISUAL	70
54	ZM	VISUAL	100
55	NK	VERBAL	60
56	SPN	MUSICAL	70
57	ML	INTRAPERSONAL	60
58	ATN	MUSICAL	80
59	KNM	INTERPERSONAL	80
60	ZAT	VERBAL	80
61	ZEF	LOGICAL	60
62	UFH	INTERPERSONAL	70
TOTAL		(1) NATURAL, (7) MUSICAL, (7) LOGICAL, (8) INTERPERSONAL, (6) KINESTHETIC, (8) VERBAL, (10) INTRAPERSONAL, (11) VISUAL, (4) EXISTENTIAL	

The table above, it shows the result of students' type of intelligence. The test was held in Darullhsan with the result, there were several intelligences that described each student. In this test students should fill out the statements that pertain to the students to find out what Multiple Intelligence they have.

In the study, the researcher used Multiple Inventory to get some data about students' intelligence. They have done the test by filling in (1) in the part that describes their strong of intelligence. There were several intelligences chosen by students. The most chosen intelligence is visual with eleven students. There were the second most chosen intelligence there ten students in intrapersonal intelligences. The third intelligences were verbal and interpersonal intelligence with eight of students was chosen to the verbal and eight students were chosen to the interpersonal intelligence. The fourth most chosen intelligence was musical with seven of student in this intelligence. Logical intelligence has the same number of students in musical that were seven students in logical intelligence.

Besides, there were also several students who are identified as having different intelligence. There were six students who have kinesthetic intelligence and there were also four students identified in existential intelligence. There were even one student who is included in natural intelligence. It can be concluded, there were differences multiple intelligence in Darullhsan with different understanding students in grammar lesson.

Figure 4.2 Grammar and Multiple Intelligence Scores

NAME	Score Grammar	NATURAL	MUSICAL	LOGICAL	INTERPERSONAL	KINESTHETIC	VERBAL	INTRAPERSONAL	VISUAL	EXISTENTIAL
RA	100	60	60	70	90	80	50	100	70	60
CIM	95	50	40	60	70	80	60	100	70	30
SNZ	80	70	60	90	90	30	50	90	90	80
NS	70	30	20	50	60	40	30	60	70	80
AH	70	80	50	60	60	40	90	40	60	50
OT	70	30	40	60	70	60	70	80	30	50
NF	70	30	70	80	30	50	40	20	10	80
PA	75	40	30	60	40	60	70	60	80	50
NS	75	20	70	60	10	40	60	40	50	30
AN	75	40	70	70	60	80	40	50	60	30
TAF	70	30	80	70	80	90	60	70	50	40
NRA	75	50	50	60	90	30	50	40	40	30
FH	60	20	40	50	90	80	10	10	20	30
ER	60	40	60	60	80	70	60	90	80	70
PA	60	20	60	70	60	50	60	60	50	50
NN	60	70	80	70	70	70	60	50	10	20
NK	65	20	20	30	10	70	60	40	50	10
AF	65	70	60	60	70	70	60	50	50	40
NAY	65	10	20	10	20	30	50	20	30	20
NT	65	30	50	30	40	70	50	30	70	50
PM	50	10	20	30	20	20	30	80	70	90
SSA	50	30	70	70	60	30	50	50	60	30
SS	50	30	30	40	50	30	60	40	80	90
ZAF	50	20	30	30	30	20	20	40	30	30
KN	50	30	30	20	50	40	30	70	40	30
ZZ	55	10	40	70	80	50	60	60	60	30
JN	55	30	30	50	70	40	50	90	90	70
NA	0	40	60	80	90	80	70	80	70	70
EG	0	50	40	80	80	80	60	70	80	90
NR	0	30	50	50	80	60	50	80	40	50
L	0	20	20	20	40	60	70	90	70	60
GZS	5	10	80	30	20	20	30	30	60	80
TA	10	40	40	50	50	30	60	50	30	40
SA	15	30	50	40	50	40	60	40	80	60
IM	15	50	50	70	60	30	20	50	50	70
MM	15	20	70	50	30	40	50	30	20	70
CR	15	20	50	60	40	30	60	40	30	20
RSJ	20	10	30	20	20	30	10	20	30	30
S	20	70	50	50	70	60	70	60	70	90
SA	20	30	30	40	50	50	70	40	30	20
ANA	20	20	20	30	60	30	30	30	50	20
NC	25	20	70	60	40	80	70	50	50	30
UZ	25	20	50	40	30	50	60	70	80	30
MAZ	30	20	50	50	50	30	60	50	60	50
LIM	30	20	10	30	30	40	30	50	30	10
NAZ	30	10	10	10	50	50	40	60	70	50
RM	30	50	50	30	40	70	60	60	20	20
RU	30	10	10	10	10	10	10	10	10	10
Y	30	20	40	50	60	70	60	60	70	40
MH	35	10	10	20	30	50	40	10	90	10
DZ	35	50	50	50	60	80	70	40	50	50
AD	35	20	80	70	20	30	20	20	60	60
RF	35	40	40	40	30	40	50	50	70	40
ZM	35	30	50	60	70	30	60	50	100	60
NK	40	30	20	20	10	10	60	60	50	60
SFM	40	50	70	60	50	50	30	40	70	70
NIL	40	20	50	20	40	10	20	60	30	40
ATN	40	20	80	60	50	60	60	60	60	50
KNM	45	60	60	70	80	50	50	70	50	40
ZAT	45	50	40	40	70	40	80	30	80	50
ZEF	45	40	60	60	60	30	40	40	60	50
UFH	45	30	40	60	70	60	60	60	60	70

Table above shows the grammar score and multiple intelligence score from each student. There are grammar values from the highest to the lowest. There were three students who scored the highest, nine were categorized as very good, eight were good, seven were sufficient and 35 were categorized as fail.

B. Discussion

The research question are there any relationship between Multiple Intelligence and students' Grammar Ability in Darullhsan and which multiple intelligence are most related to the students' grammar abilities. In this research question, the

researcher wants to see whether there was a correlation between the theory of multiple intelligence and grammar ability in learning English. Therefore, the researcher wants to see there were ways in the multiple intelligence can related to grammar learning processes in DarulIhsan. As the data above, grammar was a lesson that had the difficulties in understanding the structure and it's a struggle to the students in the Boarding of DarulIhsan, by seeing that the student did not focus on implementing grammar structure in the test also in real life, they more like to use language as daily basis. According to the researcher experience, in boarding school the students only speak English without pay much attention to the term of language itself and grammar structure because the student only spoke English in their daily life to avoid language punishment in the school without care about grammar rules. There was no significant relation between multiple intelligence and students grammar ability in darulihsan. Therefore, the researcher also saw the enormous potential of the student in DarulIhsan where they had the expertise to memorize things and could easily remember every lesson they got. So, every teacher must know the abilities of each student to create the classroom more optimal and effective by developing a theory of multiple intelligences in applying grammar in classroom.

A study done by Abbas and Fatemeh (2012, p. 1306-1317) investigated the relationship between Multiple Intelligences and Grammatical and Writing accuracy of Iranian Learners of English. The participants were 190 male and female Iranian students at Takestan Azad University, Karaj Azad University, and imam Khomeini International University in Qazvin. The result indicated that both

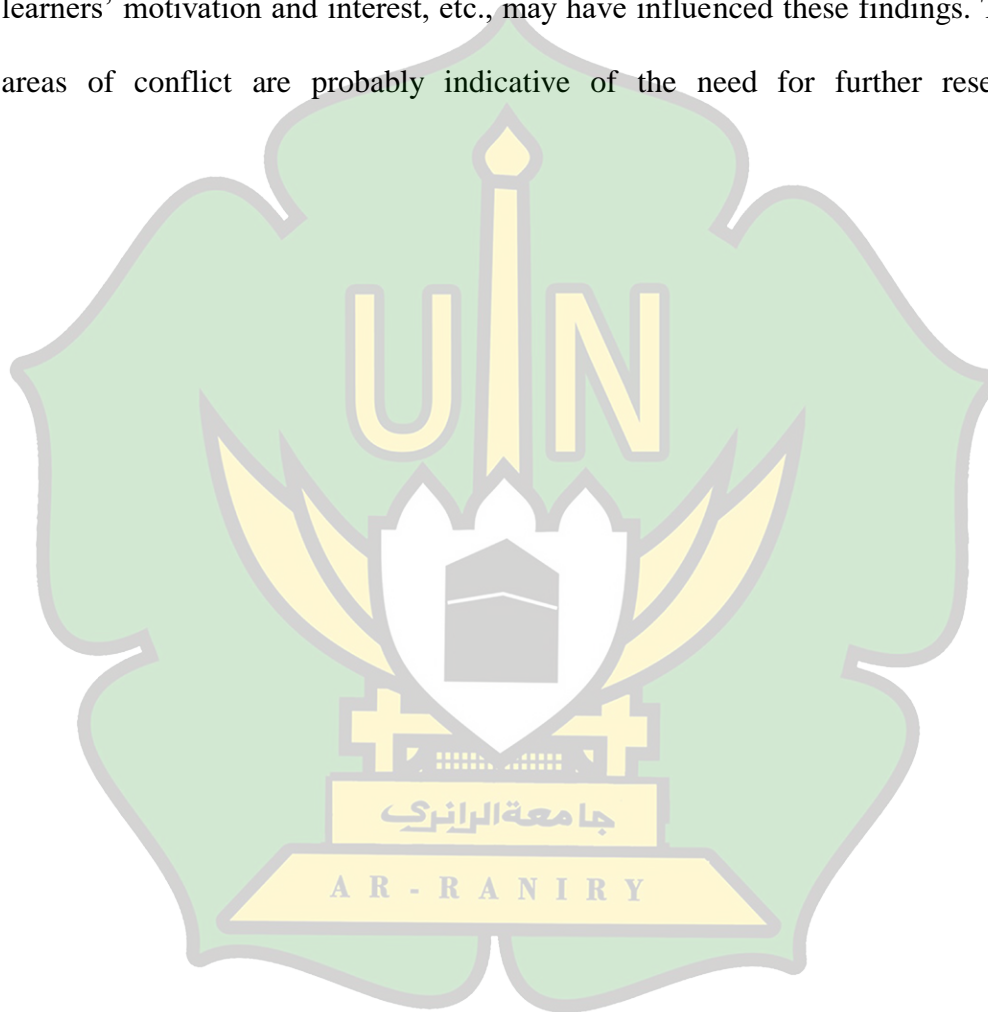
intrapersonal and interpersonal intelligences were predictors of grammar accuracy and intrapersonal intelligence made a statistically significant contribution to predicting learners' writing accuracy.

Some of the findings of the present study are in partial accordance with a number of previous studies (Naoe, 2010; Nolen, 2003; Eng& Mustapha, 2010; Saricaoglu&Arikan, 2009), which support the present findings holding that different types of intelligence are predictors of grammatical and writing knowledge. At the same time, the results of the present study are different from some other studies (Smith, 2001; Waterhouse, 2006; Nikolova&Shopova, 2007; Razmjoo, 2008), which find no relationship between MI types and grammatical and writing knowledge.

Naoe (2010) investigated the effect of MIs and found that using MI-based activities remarkably improve students' performance in grammar and writing. This is supported by the findings of the present study, as MI types are predictors of grammar and writing knowledge. Naoe puts an emphasis on verbal intelligence and asserts that there is a significant relationship between verbal intelligence and writing ability. Although a relationship was found between MIs and writing ability, the present study does not lend support to this finding exactly. The findings of the present study do not show verbal intelligence as a predictor of writing accuracy, but show instead that intrapersonal intelligence makes a significant contribution to predicting learners' writing accuracy. In addition, Nolen (2003) found a significant relationship between learners' verbal intelligence and their grammatical knowledge. The present study does not show

verbal intelligence as the predictor of grammatical knowledge. Furthermore, the findings of a study conducted by Tanner and Green (2005) can be regarded as a support for the present study. They concluded that MI theory assists learners to improve their writing ability. In keeping with the findings of the present study, the findings of Eng and Mustapha's (2010) study indicated a significant improvement of students' overall writing ability in MI-based instruction. The present study is also compatible with the study of Saricaoglu and Arikan (2009), which reached the conclusion that intrapersonal intelligence was a significant predictor of grammatical and writing knowledge. Moreover, the findings of the present study partially corroborate those of Moenikia and Zahed-Babelan (2010). They reported MIs as predictors of language learning. In the same vein, the results of this study also lend support to those of Yi-an (2010) with Taiwanese college students. He observed that MIs made a significant contribution to predicting language learning. On the other hand, the findings of the present study are different from a number of studies that were reviewed in earlier. The present study reveals that grammatical and writing accuracy are influenced by MIs (interpersonal and intrapersonal), but Smith (2001) claimed that language learning success both in children and in adults is little influenced by all kinds of intelligence. Similarly, in a study conducted by Nikolova and Shopova (2007), the researchers concluded that MIs theory does not play a significant role in improving the learners' language skills. Furthermore, Razmjoo (2008) investigated the effect of MI on language proficiency and found no significant relationship between MIs and English language proficiency. The differences between the findings of this study and those

of other studies may be due to learners' gender and their proficiency level. In the present study, the participants were B.A. students majoring in English translation and gender was not taken into consideration. A number of other factors, which were not controlled in the present study, including the social context of learning, learners' motivation and interest, etc., may have influenced these findings. These areas of conflict are probably indicative of the need for further research.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions of the study which is based on the research question submitted and elaborated in the first chapter. It offers some suggestions for teachers who teach grammar for the students to create some flexible classroom to various intelligences of students.

A. Conclusions

Based on the research that had conducted in Boarding School of DarulIhsan Aceh Besar, the main purpose of this research is to find out the relationship between Multiple Intelligence and students' grammar ability in order to measure a good classroom activity in studying grammar. The result of this research cannot be generalized. However, the most Multiple Intelligence suit the students to grammar ability in DarulIhsan is visual and intrapersonal intelligences.

Based on the results of the present study, it can be concluded that no single method of teaching grammar can suit all types of learners. Since grammar is shown to be differentially related to different types of intelligence, and since human beings enjoy different levels of the various types of intelligence, the logical conclusion to be drawn is that learners will experience differential success no matter how they are taught grammar. This may be construed as a call for some sort of eclecticism in our instructional method. However, even eclecticism has to be far from haphazard. The findings of the present study seem to imply that

teachers need to take into account the type of intelligence characterizing individual learners in grouping them and in assigning each group of learners to a different type of treatment. The findings can also have implications for materials developers and guide them to make more informed decisions in designing grammar courses for people with particular types of intelligence. There several advantages of multiple intelligences, they are:

1. Each student is seen as an individual with his or her own strengths and weaknesses.
2. The teacher learns how each student may learn best and may give suitable tasks to teach the content demanded by the curriculum.
3. Students may be motivated and confident when using an intelligence they know is one of their strengths.
4. Due to many different tasks the students are more intrinsical motivated

B. Suggestions

Considering that grammatical competence and visual/ spatial intelligence give contribution to grammar ability, it is useful for the teacher to be creative in creating more enjoyable grammar class by confidently trying to utilize grammar and visual/ spatial intelligence activities such as drawing, card games, shapes, color etc. Furthermore, the teacher should also consider that grammatical competence and visual intelligence can be improved through learning process. So hopefully, the teacher provides English language learners of lower levels of grammatical competence and visual intelligence with further assistance and

support to perform more visual tasks so that they can better improve their grammar ability. Then, the students themselves should practice the activities which are related to grammatical competence and Multiple Intelligence in their daily life to improve their grammar ability.



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Grammar test

Name:

Class:

Exercise 1. Active VS passive

Directions: change the sentences from active to passive.

1. The cat eats the fish.

-

2. The news surprised Andy.

-

3. Andy washed the bicycle.

-

4. She made the cake.

-

5. I have bought the new pencil.

-

Exercise 2. Verbs form

Directions: add the frequency adverbs to the sentences below in the right place.

1. Always

- She is on time for the meeting

2. Every day

- I go to school

3. Last night

- My father came to my house

4. Yesterday

- He painted the car

5. Sometimes

- I get up at 06:30

Exercise 3. Preposition, articles and pronouns

Direction: This exercise preview grammar terms used. Identify the italicized word in each sentence as **preposition**, **article**, **plurality** or **pronoun**.

1. The students write *on* the whiteboard. (....)
2. My uncle gives me *an* apple. (....)
3. *They* walked to the class with homework books. (...)
4. I left my doll *next to* cupboard. (....)
5. *She* is a singer. (....)
6. America is *a* big county. (....)
7. Jerry is in the hospital, *he* is a doctor. (....)
8. My friend brought me two *boxes* of pizza. (....)
9. *The* sky is full of stars. (....)
10. Our school between two *bridges*. (....)

Multiple Intelligences Inventory

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Note: This is not a test - it is a snapshot in time of an individual's perceived MI preferences.

[Click here for an autocalculating Excel-based Inventory](#)

Looking for a picture based inventory for non-readers?

Or an Excel-based inventory that automatically completes your MI profile for you?

[Multiple Intelligences and Instructional Technology](#) offers both on CD ROM! [Click here](#) to learn more!

Name:

Class:

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Classification helps me make sense of new data
- _____ I enjoy working in a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I pick up on subtle differences in meaning
- _____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I enjoy making music
- _____ I respond to the cadence of poetry
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult for me if there is background noise
- _____ Listening to sounds in nature can be very relaxing
- _____ Musicals are more engaging to me than dramatic plays
- _____ Remembering song lyrics is easy for me

_____ TOTAL for Section 2

Section 3

- _____ I am known for being neat and orderly
- _____ Step-by-step directions are a big help
- _____ Problem solving comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Logic puzzles are fun
- _____ I can't begin an assignment until I have all my "ducks in a row"
- _____ Structure is a good thing
- _____ I enjoy troubleshooting something that isn't working properly
- _____ Things have to make sense to me or I am dissatisfied

_____ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the "big picture" of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art work
- _____ Relaxation and meditation exercises are rewarding to me
- _____ I like traveling to visit inspiring places
- _____ I enjoy reading philosophers
- _____ Learning new things is easier when I see their real world application
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ It is important for me to feel connected to people, ideas and beliefs

_____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others
- _____ I enjoy informal chat and serious discussion
- _____ The more the merrier
- _____ I often serve as a leader among peers and colleagues
- _____ I value relationships more than ideas or accomplishments
- _____ Study groups are very productive for me
- _____ I am a "team player"
- _____ Friends are important to me
- _____ I belong to more than three clubs or organizations
- _____ I dislike working alone

_____ TOTAL for Section 5

Section 6

- _____ I learn by doing
- _____ I enjoy making things with my hands
- _____ Sports are a part of my life
- _____ I use gestures and non-verbal cues when I communicate

- _____ Demonstrating is better than explaining
- _____ I love to dance
- _____ I like working with tools
- _____ Inactivity can make me more tired than being very busy
- _____ Hands-on activities are fun
- _____ I live an active lifestyle
- _____ TOTAL for Section 6

Section 7

- _____ Foreign languages interest me
- _____ I enjoy reading books, magazines and web sites
- _____ I keep a journal
- _____ Word puzzles like crosswords or jumbles are enjoyable
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I write for pleasure
- _____ Puns, anagrams and spoonerisms are fun
- _____ I enjoy public speaking and participating in debates
- _____ TOTAL for Section 7

Section 8

- _____ My attitude affects how I learn
- _____ I like to be involved in causes that help others
- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ Social justice issues interest me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I give more effort towards it
- _____ I am willing to protest or sign a petition to right a wrong
- _____ TOTAL for Section 8

Section 9

- _____ Rearranging a room and redecorating are fun for me
- _____ I enjoy creating my own works of art
- _____ I remember better using graphic organizers
- _____ I enjoy all kinds of entertainment media
- _____ Charts, graphs and tables help me interpret data
- _____ A music video can make me more interested in a song
- _____ I can recall things as mental pictures
- _____ I am good at reading maps and blueprints
- _____ Three dimensional puzzles are fun
- _____ I can visualize ideas in my mind
- _____ TOTAL for Section 9

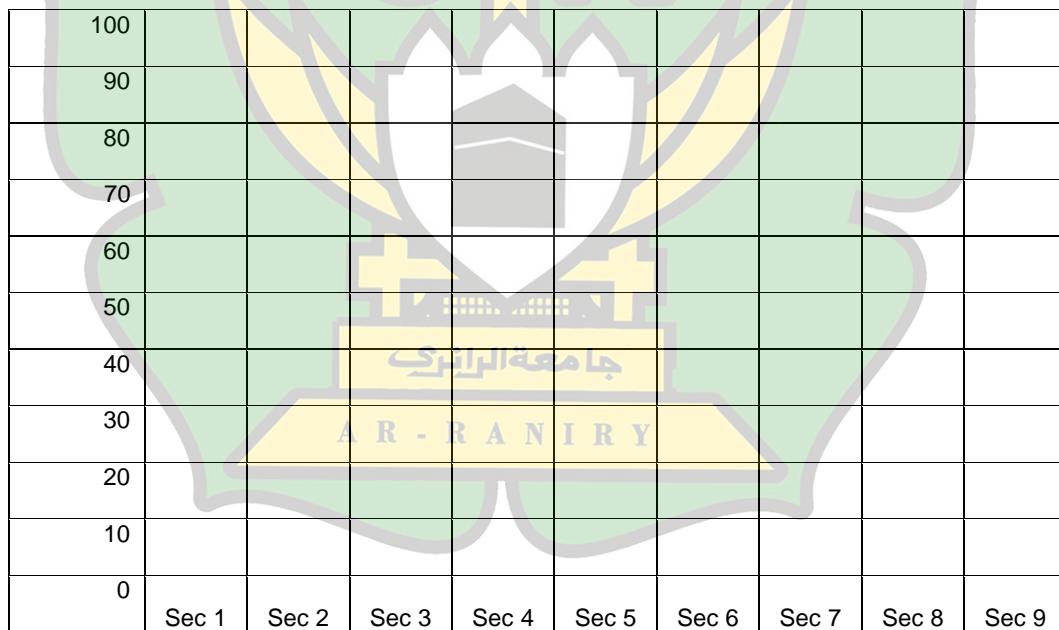
Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:



Part IV

Key:

Section 1 – This reflects your Naturalist strength
Section 2 – This suggests your Musical strength
Section 3 – This indicates your Logical strength
Section 4 – This illustrates your Existential strength
Section 5 – This shows your Interpersonal strength
Section 6 – This tells your Kinesthetic strength
Section 7 – This indicates your Verbal strength
Section 8 – This reflects your Intrapersonal strength
Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen each intelligence!
- This inventory is meant as a snapshot in time - it can change!
- MI is meant to empower, not label learners!

[Click here for a printer friendly version of this inventory](#)

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[Intelligence Overview](#) | [Intelligence Criteria](#) | [Intelligence Profiles](#) | [Intelligence Domains](#) | [Intelligence Immersion](#)

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<http://surfaquarium.com/MI/inventory.htm>



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Banda Aceh, January, 07th, 2021

RiskaPidiaPhonna

