

**EXPLORING ENGLISH CLASSROOM ACTIVITIES TO
DEVELOP STUDENTS' MULTIPLE INTELLIGENCE**

THESIS

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat surat pernyataan,


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First of all, Alhamdulillah, praise be to Allah SWT, the almighty, the most merciful, the most gracious for always giving me faith in Islam, health, knowledge, ease, chance and blessings to finish this thesis. Peace and salutations to Prophet Muhammad SAW, together with his family and companions who had guided us to the lightness and showed us the beauty of Islam.

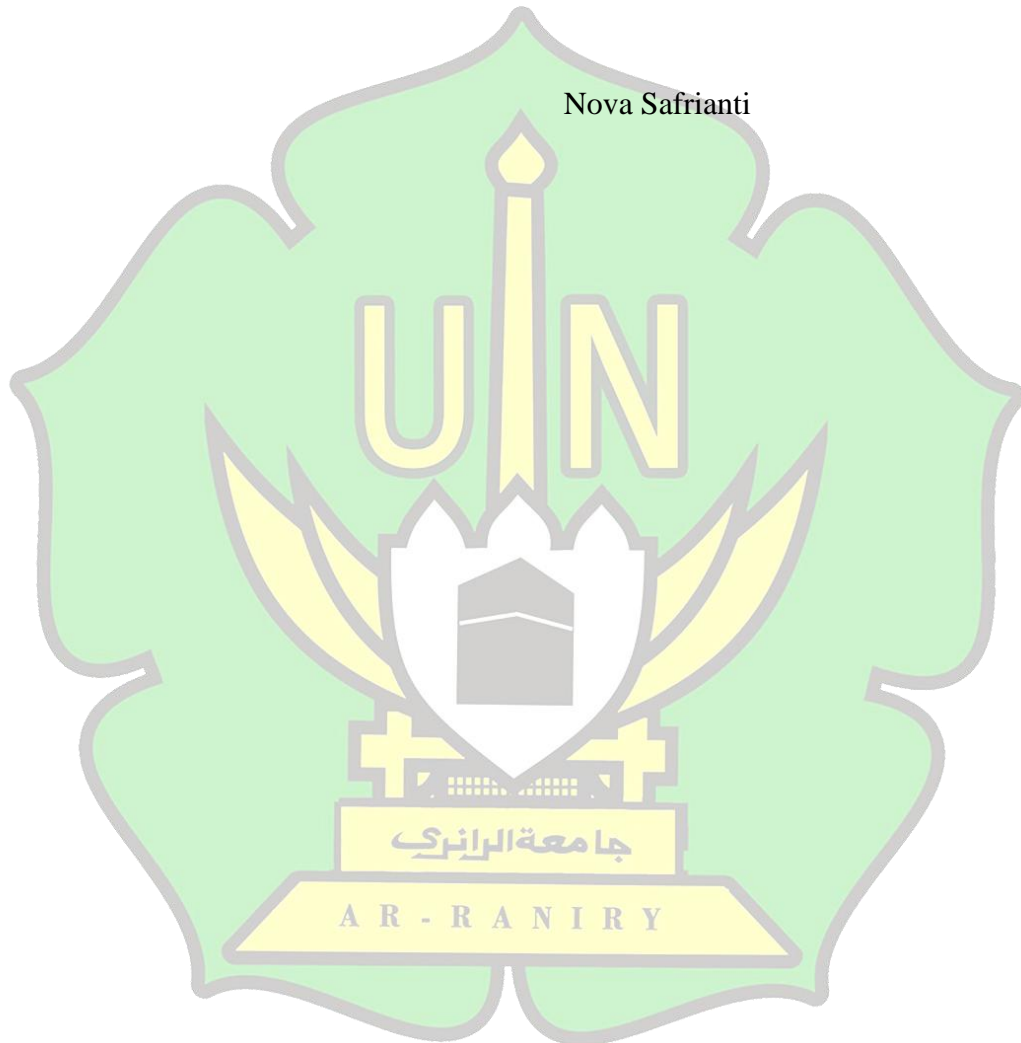
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The researcher realizes that this thesis is very far from perfection. Therefore, constructive criticism and suggestions are needed for the sake of future improvement.

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ABSTRACT

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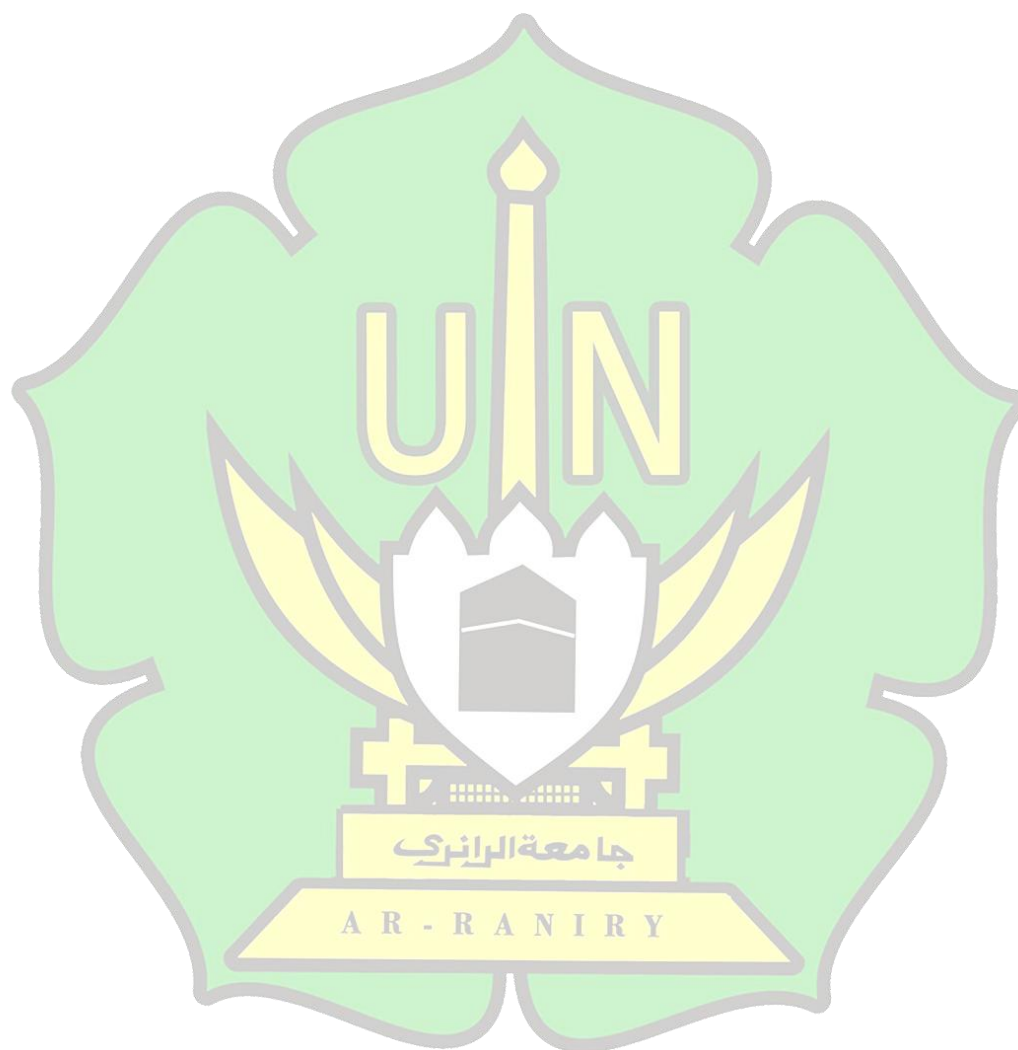
This study is aimed to figure out the classroom activities that are used by the lecturers in teaching English and the students' participation in English classroom activities. There are ten students and one lecturer of English Department in the first semester as the research participants. Two techniques of data collection were used in this research. The first technique was observation that was conducted in English classroom and the second technique was semi-structured interview. The findings of the current study indicated that the English classroom activities used by the lecturer were lecturing, writing, reading, discussion, word game, listening to music or song, singing song, playing music instrument, self-esteem building and problem solving. The lecturer only used activities that developed linguistic, logical-mathematical, musical and intrapersonal intelligence. Furthermore, the students' participation in English classroom activities was good. They were actively participated by giving or answering the questions, paying attention to the lecturers' explanation and following the lecturers' instruction. Their participation tended to increase when the lecturer optimized activities that may potentially develop their multiple intelligence.

A R - R A N I R Y

TABLE OF CONTENTS

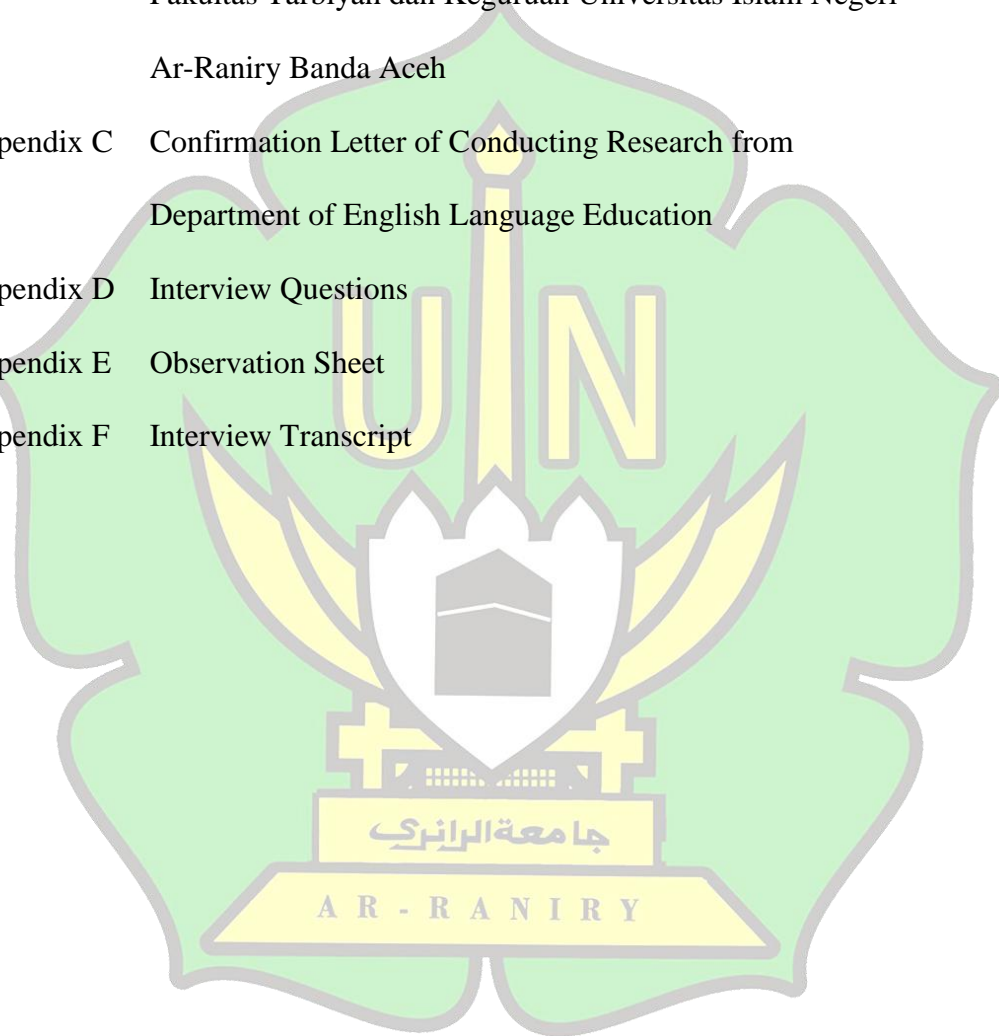
DECLARATION OF ORIGINALITY.....	i
APPROVAL LETTER.....	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF APPENDICES.....	vi
CHAPTER I INTRODUCTION	
A. Background of Study.....	1
B. Research Questions.....	3
C. Research Aim	3
D. Significant of the study	4
E. Research Terminology	4
CHAPTER II LITERATURE REVIEW	
A. The theory of Multiple Intelligence	6
B. The eight kinds of intelligences.....	7
1. Linguistic	7
2. Logical-mathematical.....	8
3. Bodily-kinaesthetic	9
4. Musical.....	9
5. Interpersonal.....	10
6. Intrapersonal.....	10
7. Spatial.....	11
8. Naturalist.....	12
C. Classroom Activities in language classroom	13
D. Multiple intelligence in language classroom	16
E. Previous Study.....	20
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	23
B. Population and Sample	23
C. Technique of data collection.....	25
D. Technique of data analysis	26
CHAPTER IV FINDING AND DISCUSSION	
A. Findings	28
B. Discussion.....	38
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	42
B. Suggestion.....	43

REFERENCES 44
APPENDICES
AUTOBIOGRAPHY



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B The Recommendation Letter for Conducting Research from
Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri
Ar-Raniry Banda Aceh
- Appendix C Confirmation Letter of Conducting Research from
Department of English Language Education
- Appendix D Interview Questions
- Appendix E Observation Sheet
- Appendix F Interview Transcript



CHAPTER I

INTRODUCTION

A. Background of Study

A student has its own way of absorbing the information in learning, thus it is important to use various activities that can accommodate students' differences. In this case, a psychologist from Harvard University, Howard Gardner introduces a concept of Multiple Intelligence (MI) (Gardner, 1983). Based on this concept, there is no stupid or brainless student in a classroom. Everyone has his/her own capacity and has different dominant intelligences. Some students may like to sing a song, and others paint picture, or prefer to read a book. Gardner, as cited by Amstrong (2009), states that all human show series of intelligence, they are Linguistic, Interpersonal, Intrapersonal, Bodily-kinaesthetic, Musical, Spatial, Natural and Logical-mathematical intelligence. Those rank of intelligences represent that every student has his/her own style to understand the material and engages in the classroom.

Lecturers need to consider that different intelligence among students make them have different excess and shortage in learning English (Pinter, 2006). Multiple intelligence theory can give lecturers guide how to create series of activities which are suitable with students' interests to get their attention. Without knowing about the multiple intelligence, it is difficult for lecturers to understand the students' weaknesses and strengths in learning. Therefore, the teaching learning process will not be attractive to the students.

Many language experts believe that lecturers have important role in increasing students' interest in learning language and boosting their learning motivation (Gorham, 2002). In some cases, students rely heavily on their lecturer during the instructional process due to limited learning resources. In order to attract students' interest and develop their multiple intelligence, lecturers should ensure that activities are designed to allow students' participation and help to develop their multiple intelligence.

Unfortunately, conventional approach like remembering and translating is still used by many lecturers. There are still many lecturers unable to create innovative methods and quality activities to be applied in teaching learning process in the classroom (Mustafa, 2001). Thus, learners not only feel bored and difficult to learn but also lose interest in learning English.

Multiple Intelligence theory tries to accommodate the need of students in learning English based on their intelligences. In this case, lecturer is not only as a merely language teacher but also as a facilitator, observer, and lesson designer. What a classroom lecturer should do, therefore, is to be able to recognize and identify the strengths and talents of each of his/her student, then to accommodate the variety so that each student feels satisfied and to facilitate to make self-improvement.

The implementation of multiple intelligence theory in teaching students brings good impact. Hasan and Maluf (1999), who have conducted research about the application of multiple intelligence theory in Lebanese kindergarten, got the result that multiple intelligence theory has successfully improved students' understanding of the learning process and make progress in learning outcome;

during the learning process students tend to be more enthusiastic and participate actively in the classroom activities. From this research, it showed that the implementation of multiple intelligence theory can make students enjoy the learning process.

Based on the statement above, this research is carried out to find the activities designed by lecturers in teaching English to develop students' multiple intelligence. In short, this research tries to get certain information about various activities that can develop students' multiple intelligence and the responses of students when they engaged in the classroom with those activities.

B. Research Questions

Based on the problem above, the research questions are formulated as :

1. What kind of activities are used by lecturer in English classroom to develop students' multiple intelligence ?
2. How are students' participations in English classroom activities ?

C. Research Aim

The aims of this study are to find out :

1. To investigate the activities designed by the lecturer in English classroom to develop students' multiple intelligence.
2. To discover students' participations in English classroom activities.

D. Significance of the study

This study is expected to find out activities that are used by the lecturers in teaching English classroom that can develop students' multiple intelligence. This research is established to contribute in the development of students' multiple intelligence. The result of this study is expected to give an obviously description about the activities that may be possible to develop students' multiple intelligence and the students' responses when involved in those activities. Hopefully, the findings will inspire and give ideas to lecturers in applying activities in the classroom, thus the students feel enthusiastic to learn English as foreign language so that their competence grows and the learning outcome can be reached.

E. Research Terminology

The term used in this research need some explanations in order to make the reader understand and avoid an ambiguity.

1. English Classroom Activities

Sardiman (2005) defined English classroom activities as physical or mental activities in English classroom that relate to each other to create optimal learning. In these activities, students have to participate actively to develop their potency. In brief, classroom activities in this study is all the activities that are given or designed by the lecturer for the students during teaching learning process in an English classroom.

2. Multiple Intelligence

Multiple intelligence is a theory from Gardner (2001) who states that someone may process one intelligence or more, they are linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal, and natural intelligences. Multiple intelligence means every student has several intelligence which form in blending intelligence. Usually there is a dominant intelligence from those several intelligence. Therefore, this potential intelligence has to be improved (Lei and Song, 1999). Based on the statements above, multiple intelligence in this study is students' intelligence that need to be developed through classroom activities.



CHAPTER II

LITERATURE REVIEW

A. The Theory of Multiple Intelligence

Multiple intelligence theory was developed in 1983 by Gardner (Ahmed, 2012). The theory of multiple intelligence has always been a controversial view in language learning and there have been many different views about the relationship between multiple intelligence and language learning. At the early genesis of multiple intelligence by Gardner, the father of Multiple intelligence theory, his definition of intelligence was the natural ability to solve problems or creates products that valued within one or more settings. However, recently, Gardner pruned and extended his first conception of intelligence and refined it as a psychological potential that provides a learner with an opportunity to process information which can be activated in a cultural products that are culturally valuable (Zarei & Mohseni, 2012).

Gardner's theory presents different intelligence capacities that result in many different ways of knowing, understanding and learning about the world. Gardner's theory states an alternative definition of intelligence based on a radically different views of the mind. He proposed a pluralistic view of the mind, recognizing many different and discrete facets of cognition and acknowledging that people have different cognitive strengths and contrasting cognitive styles.

This view of intelligence states that some finite set of mental processes of solving problems and fashioning products in real life situations (Christison, 1998).

Gardner's theory of multiple intelligences (1983) changed the theory and debated the conventional perspectives of intelligence (Stobart, 2008). Instead of viewing intelligence as a unitary concept, Gardner views it as different kinds of intelligences (Williams & Burden, 1997). According to Jarvis (2005), Gardner paid attention to a full range of learner's mental abilities. He questioned the usefulness of general intelligence and proposed a modular approach. In favor of this view, Sauer (1998, as cited in Wu and Alrabha, 2009) holds that the commonality of Gardner's multiple intelligence theory in education led many teachers to take it as a basis from which to promote curriculum, syllabus and methodology.

B. The eight kinds of intelligences :

Each intelligence emphasizes certain unique skills learners bring into the learning environment. Gardner (1999) provided a mean of mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories or "intelligences" such as musical, spatial, logical-mathematical, naturalist, intrapersonal, bodily-kinaesthetic, interpersonal, linguistic.

1. Linguistic

This type of intelligence has to do with words, spoken or written. People with high linguistic intelligence display a facility with words and languages. They

are typically good at reading, writing, telling stories, memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, debate and discussion. They are also frequently skilled at explaining, teaching and oration or persuasive speaking. Those with linguistic intelligence learn foreign languages easily as they have verbal memory and recall, and an ability to understand and manipulate syntax and structure (Armstrong, 2009).

2. Logical - mathematical

This theory has to do with logic, abstraction, reasoning and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer, programming, or other logical or numerical activities, a more accurate definition places emphasis on traditional mathematical ability and more reasoning capabilities, abstract pattern of recognition, scientific thinking and investigation and the ability to perform complex calculations (Armstrong, 2009). In a second language classroom problem solving tasks are useful as learners focus mainly on meaning, but through constant rereading of a text to solve the problem, they acquire familiarity with the vocabulary and structures used (Morgan & Fonseca, 2004). Lecturers can help students develop logical-mathematical intelligence by providing manipulatives for experimentation with numbers and by using simple machines or computer programs to help children think about cause and effect (Christison, 1998).

3. Bodily-kinaesthetic

People who have bodily-kinaesthetic intelligence should learn better by involving muscular movement such as getting up and moving around into the learning experience, and are generally good at physical activities such as sports or dance. They may enjoy acting or performing and in general they are good at building and making things. They often learn best by doing something physically rather than reading or hearing about it. They like hands-on learning and tangible experience (Armstrong, 2000). The ability to use the body to express the ideas and feelings and to solve the problems. This includes such physical skills as coordination, flexibility, speed, and balance. Lecturers can help students develop their bodily-kinesthetic intelligence by providing opportunities for physical challenges during the second/foreign language lesson (Christison, 1998).

4. Musical

This intelligence has to do with rhythm, music and earring. Those who have high level of musical intelligence display greater sensitivity to the sounds, rythms, tones and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Language skills are typically highly developed in those whose base intelligence is musical. In addition, people who have musical intelligence will sometimes use songs or rythms to learn and memorize information. The use of music in the language classroom is not new. In suggestopedia, for example, the lecturer turns her voice to the classical music during the session. The results of current study

show that musical class change the level of learning; students understand better in these methods, so musical intelligence has an effect on learning English (Morgan & Fonseca, 2004). Teachers can help students develop musical intelligence by using tape recorders for listening, singing along, and learning new songs (Christison, 1998).

5. Interpersonal

This intelligence has to do with interaction with others. People who have high interpersonal intelligence tend to be extrovert, characterized their sensitivity to other's moods, feeling, temperaments, intentions, and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and emphatic easily with others and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate. This includes such skills as responding effectively to other people in some pragmatic way, such as getting students or colleagues to participate in a project. As an EFL lecturer you can help students develop interpersonal intelligence through activities that involve them in solving problems and resolving conflict (Christison, 1998).

6. Intrapersonal

This intelligence had to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having deep understanding of the self, what are your strengths and weaknesses,

what makes unique, can you predict your own reactions or emotions. This includes such skills as understanding how you are similar to or different from others, reminding yourself to do something, knowing about yourself as a language learner, and knowing how to handle your feelings, such as what to do and how to behave when you are angry or sad. The intrapersonal intelligence helps us to understand the internal aspects of the self and to practice self – discipline. It can be related to studies about meta-cognitive knowledge and language learning, where meta-cognitive refers to knowledge about oneself, about the language, about procedures or to be used for certain type of tasks (Morgan & Fonseca, 2004). Lecturers can help EFL students develop intrapersonal intelligence by letting them express their own preferences and help them understand their own styles of learning (Christison, 1998).

7. Spatial

This intelligence has to do with visualizing things. A person who has spatial intelligence has sensitivity with form, colour, shape, space and line. The ability to solve the problems related to the notion of space such as using a map to locate a place in a city or drawing a floor plan are example of spatial intelligence. Many students understand that visual teaching aids such as charts, pictures, drawing, slides, posters, and video help to learn English better (Morgan & fonseca, 2004). Lecturers can help students develop spatial/visual intelligence by providing many opportunities for visual mapping activities and encouraging students to vary the arrangements of materials in space, such as by creating charts and bulletin boards (Christison, 1998).

8. Naturalist

Naturalist intelligence is the ability to recognize, classify, categorize, species found in nature such as plants, animals and minerals, it is also the ability to recognize cultural artifacts like cars or sneakers. People who has naturalist intelligence has an ability to distinguish the species that are harmful or beneficial for humans (Armstrong, 2008). Baum (2005) mentioned the characteristic of people with naturalist intelligence are: the ability to understand natural world well and to work in it effectively, allows people to distinguish among and use features of the environment, is also applied to patterning abilities. You can help your students develop their naturalist intelligence by focusing their attention on the world outside the classroom (Christison, 1998).

Beyond the description of eight intelligences and their theoretical underpinnings, certain points of the MI model are important to bear in mind. Armstrong (2008) mentions the four key points that educators should pay attention to:

- a. Each person possesses **All eight intelligences**. In each person the eight intelligences function together in unique ways. Some people have high levels of functioning in all or most of the eight intelligences; a few people lack most of the rudimentary aspects of intelligence. Most people are somewhere in the middle, with a few intelligences highly developed, most modestly developed, and one or two underdeveloped.

b. Intelligences can be developed: Gardner suggests that everyone has the capacity to develop all eight intelligences to a reasonably high level of performance with appropriate encouragement, enrichment, and instruction.

c. Intelligences work together in complex ways. No intelligence really exists by itself in life. Intelligences are always interacting with each other. For example, to cook a meal, one must read a recipe (linguistic), perhaps double it (logical-mathematical), and prepare a menu that satisfies others you may cook for (interpersonal) and yourself (intrapersonal).

d. There are many different ways to be intelligent: there is no standard attributes that one must have in order to be considered intelligent. Someone who is awkward at sports does not mean that he or she cannot be a marvel in building construction, both activities required bodily-kinesthetic intelligence.

All human beings possess all different intelligences in varying degrees and each individual manifests varying levels of these different intelligences and thus each person has a unique cognitive profile ; that is, a) all human possess all different intelligences in varying amounts; b) each individual has a different composition; c) different intelligences are located in different areas of the brain and can either working dependently or together; d) by applying multiple intelligence we can improve education; and e) these intelligences may define human species (Razmjoo, 2008, p. 156).

C. Classroom Activities in Language Classroom

In general, activities play an important role in the process of learning in the classroom. However, it is necessary to define the term activity. Nunan (1999) defines the term "activities" as the elements of the task that specifies what the students will actually perform with the input; for instance, listening to recordings, writing a sentence, answering questions, etc. Coughlan and Duff (1994) define activity as the behavior that actually takes place when an individual performs a

task. Similarly, Brown (2000) defines activity as "a reasonably unified set of student behaviors, limited in time, preceded by some direction from the teacher with a particular objective". According to Richards (2001) the term activity refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course. For example, singing a song, playing a game, taking part in a debate, and having a group discussion are all different kinds of teaching activities. Thus, for the purpose of this study, "activity" is any procedure intended to stimulate learning in order to rehearse a skill that might or not include a teaching strategy, material, and a goal, and which is developed in a certain amount of time.

Ideally, lecturers should include activities that learners enjoy doing and which benefits their learning but this does not always happen. A careful selection of activities that can involve learning and enjoyment is not easy; however, there can be a negotiation between actors in the inclusion of activities in the classroom. Both lecturers and students can come to agreements on what should be included in the classroom. Lecturers can always opt for a negotiation with students by openly asking students the type of activities they prefer having in class. The lecturers' role is to choose the activities that can please both parties, then their expectations for activities can be fulfilled. This would increase motivation and help in developing an enjoyable environment. Results have demonstrated that teachers try to include activities that help learners use the language with accuracy and in a communicative way.

Renninger (2009) explains that it is possible for students to develop and deepen an interest in a topic over time, and that a person's environment (classroom, lecturers, peers, texts, activities, etc.) contributes to this interest. Oxford (2001) argues that in order to produce successful classes, the instructor's teaching style should be directed to students learning styles as much as possible. Activities used in the classroom are important to learning in many ways. In compulsory classes, these factors might influence the decision of willingly attending class. The importance of knowing the activities that students like to have or do in the classroom will bring about students' enjoyment within the classroom environment, thus leading to attentive participation. Zhu (2012) found that interesting activities for students such as classroom games, for instance, guessing games, picture games, miming, debates, jigsaw activities, and role plays can improve students' communicative ability. In the same vein, Chanseawrassamee (2012) demonstrated that adult learners could have positive attitudes towards appealing activities. In the same way, Dörnyei and Csizer (1998) proposed a list of activities which stimulate students' interests as one important factor for motivating language learners. Including a wide variety of activities and tasks in the classroom that learners prefer can create a more interactive environment in which students will be more willing to participate. In this sense, both lecturers and students can enjoy the learning experience.

D. Multiple intelligence in language classroom

Stanford (2003, p. 82) argued that the MI theory “opens the door to a wide variety of teaching strategies that can easily be implemented in the classroom. The MI theory suggests that no one set of strategies will work best for all students at all times”. She also highlighted that the MI theory can help lecturers provide authentic assessment in language classes. In terms of gender differences, Loori (2005, p. 77) maintained that “males preferred learning activities involving logical and mathematical intelligences, whereas females preferred learning activities involving intrapersonal intelligences”. In an empirical investigation on the correlation between MI and learners’ self-efficacy with EFL learners, Moafian and Ebrahimi (2015) reported a positive predictive power of linguistic and intrapersonal intelligences on learners’ efficacy beliefs, while mathematical intelligence was found to be a negative predictor of students’ self-efficacy beliefs.

Perhaps the best illustration of MI theory’s utility in the area of classroom management can be seen in the ways in which teachers have sought to gain their students’ attention at the beginning of a class or a new learning activity. Here are several strategies for getting students’ attention in the classroom by Armstrong (2009) :

1. Linguistic, write the words “Silence, please !” on the blackboard.
2. Musical, clap a short rhythmic phrase and have students clap it back.
3. Bodily-kinesthetic, put your finger against your lips to suggest silence while holding your other arm up. Have students mirror your gestures.

4. Spatial, put a blown-up photo of an attentive classroom on the board (perhaps a photo of the actual students involved).
5. Logical-mathematical, use a stopwatch to keep track of the time being wasted and write on the blackboard the number of seconds lost at 30-second intervals.
6. Interpersonal, whisper in the ear of a student, “It’s time to start—pass it on,” and then wait while students pass the message around the room.
7. Intrapersonal, start teaching the lesson and allow students to take charge of their own behavior.
8. Naturalist, play a recording of a shrill bird whistle, or (even better) bring a live animal into the classroom. Generally speaking, whenever there is an animal visitor in a classroom, that’s where the attention will be.

Multiple intelligence theory can provide a context for looking at a range of discipline systems that have proved effective with difficult behaviors. Naturally, MI theory suggests that no one discipline approach is best for all kids. In fact, the theory suggests that teachers may need to match different discipline approaches to different kinds of learners. What follows is a broad range of discipline methods matched to the eight intelligences (Armstrong, 2009) :

1. Linguistic, talk with the student; provide books for the student that refer to the problem and point to solutions; help the student use “selftalk” strategies for gaining control.
2. Logical-mathematical, use Dreikurs’s (1993) logical-consequences approach; have the student quantify and chart the occurrence of negative or positive behaviors.

3. Spatial, have the student draw or visualize appropriate behaviors; provide the student with a metaphor to use in working with the difficulty (e.g., “If people say bad things to you, see the bad things as arrows that you can dodge”); show the student videos that deal with the issue or that model the appropriate behaviors.
4. Bodily-kinesthetic, have the student role-play the inappropriate and appropriate behaviors and discuss the differences; teach the student to use physical cues to deal with stressful situations (e.g., taking a deep breath, tightening and relaxing muscles).
5. Musical, find musical selections that deal with the issue the student is facing; provide music that helps create the appropriate behavior (e.g., calming music for tantrums, stimulating music “Musical Ritalin” to help children labeled ADHD focus); teach the student to “play” his favorite music in his mind whenever he feels out of control.
6. Interpersonal, provide peer group counseling; buddy up the student with a role model; have the student teach or look after a younger child; give the student other social outlets for her energies (e.g., leading a group).
7. Intrapersonal, teach the student to voluntarily go to a nonpunitive “time-out” area to gain control (see Nelsen, 1999); provide one-to-one counseling; develop a behavior contract (that the student has input in creating); give the student the opportunity to work on high-interest projects; provide self-esteem activities.
8. Naturalist, tell animal stories that teach about improper and proper behavior (e.g., “The Boy Who Cried Wolf” for a persistent fibber); use animal metaphors in working with difficult behavior (e.g., ask an aggressive student what sort of

animal he feels like and how he can learn to “tame” it); use “animal-assisted therapy” to help with social, emotional, and cognitive functioning.

Multiple intelligence theory provides students with the opportunity to engage in active learning, it served as oases in the desert for many students who are thirsting for something other than boring worksheets and individual work at their desks. MI theory allows lecturers to structure teaching material and activity in ways that activate a wide range of learning potentials in students. Below is the table of the appropriate teaching material and activity based on the kind of intelligence by Thomas Amstrong in Lei (1999).

Num	Intelligence	Interest	Teaching material	Teaching activity
1	Linguistic	Reading, writing, telling story, playing word game	Books, newspapers, tape recorder, journals, stories	Lectures, discussion, story telling, debate, reading, writing, reports presentation, journal writing, word game
2	Logical-mathematical	Puzzle, Questioning and calculating	Computer	Matching, gap-filling, comparison and contrast, puzzle, ordering
3	Musical	Singing, whistling, hamming, listening, tapping feet and hand	Song and music tapes, musical instrument	Background music, creating song to summarize concepts or ideas, make up story with song
4	Bodily kinaesthetic	Dancing, running, gesturing, touching, jumping	Sports and physical game material	Relaxing exercise, cooperative and competitive game
5	Spatial	Designing, drawing, visualizing	Illustrated story, graph, charts, slides, movies, art	Advertisement designing, video show, illustrating concept and thing, cartoons
6	Interpersonal	Leading, organizing, relating,	Materials for group game, questioners	Group and circle work, pair work, questioners, team

		and mediating		problem solving
7	Intrapersonal	Setting goals, mediating, dreaming, planning, and reflecting	Self-paced project, reflective materials	Project work, individual instruction, independent study, personal goal setting
8	Naturalist	Gardening, caring for earth, playing with pets, raising animals	Access to nature, opportunities for interacting with animals, pictures and video show about the nature	Outdoor learning, observation, classifying & categorizing activities, background music of sound of nature

Source : Lei, Song. (1999). *Applying multiple intelligence theory in undergraduate EFL classroom*. China: Qingdao University.

The implementation of MI theory can greatly affect students' behavior in the classroom simply by creating an environment where individual needs are recognized and attended to throughout the school day. Students are less likely to be confused, frustrated, or stressed out in such an environment. As a result, there is likely far less need for behavioral "tricks" or elaborate discipline systems, which often are initiated only when the learning environment has broken down (Armstrong, 2009).

E. Previous Study

A look at the literature review shows that a number of multiple intelligence theory studies were carried out in the realm of English foreign language and other languages. For example, Hajhashemi (2011) investigated the relationship between English foreign language learners multiple intelligence profiles and their language learning strategies. He selected 229 EFL students from differing grades and identified their intelligences and language learning strategies

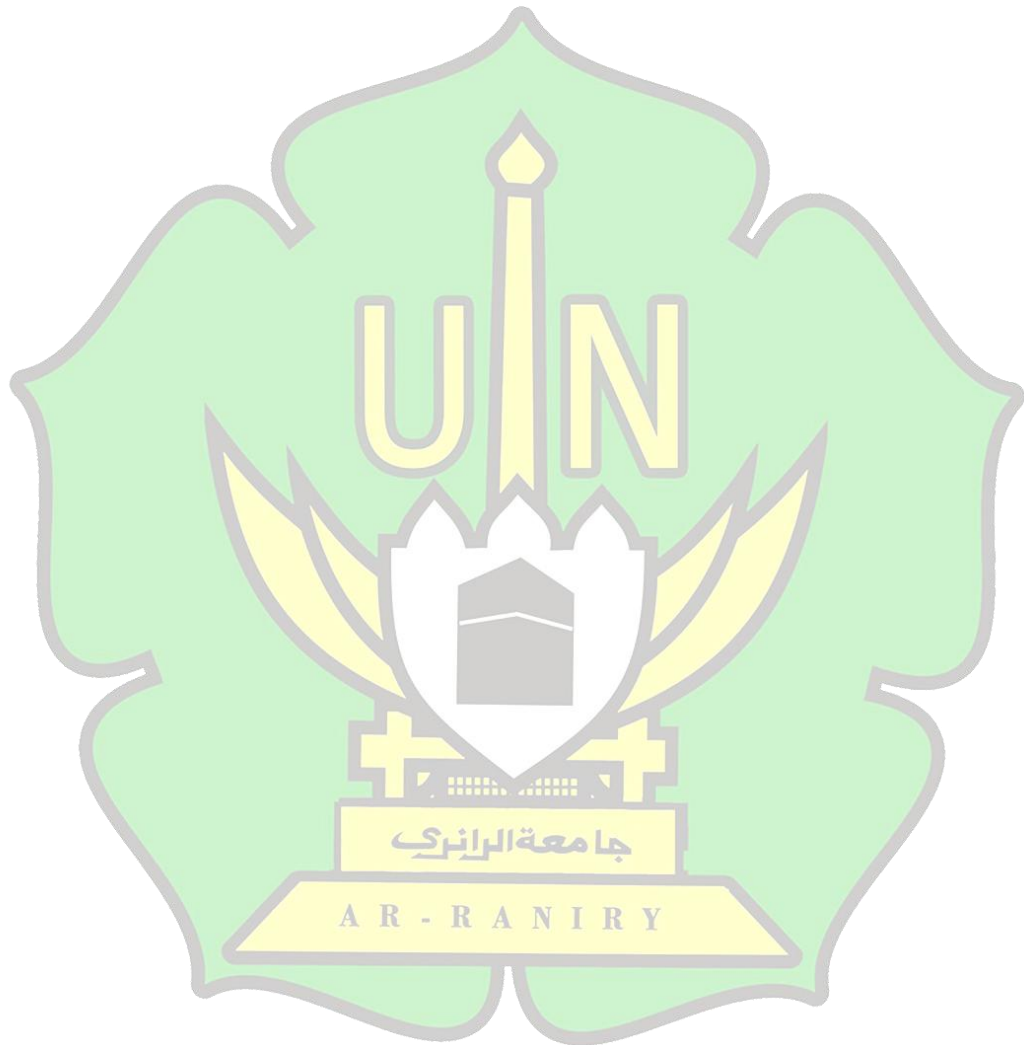
by the questionnaires. The findings manifested a significant but low correlation between MI and language learning strategies.

Many researchers have investigated the impact of implementation of Multiple intelligence theory in language classroom and students' learning outcome. The results indicated that students did achieve greater success rates when the Multiple intelligence theory was implemented in language classroom (Haley, 2004). Moreover, researchers have investigated the relationship between gender and MI of specific learners. With an aim of finding out whether or not there were any gender differences in students' intelligence profiles in relation to their gender. Razmjoo (2008) found that the use of intrapersonal intelligence by females were higher than that of the males whereas no significant difference was found between male and female participants regarding language success and types of intelligences.

Zarei & Mohseni (2012, p. 1307) suggested that "having a MI-based classroom can be an appropriate way for students to do their best and develop their own ways of learning". To find empirical evidence for this claim, number of studies were carried out. For example, Astutie (2017) conducted a research about teaching English using multiple intelligence approach and concluded that the implementation of MI theory in the classroom activities created meaningful learning experience, the students enjoy learning english because they were taught and evaluated by means of a variety of concepts.

Although there are a lot of researchers conducted research about Multiple intelligence in language classroom, there are no researchers conducted study on

classroom activities to develop students' multiple intelligence. For this reason, the writer is interesting to conduct this research which focused on the activities in the classroom and students' participations toward those activities as listed in the research questions.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The aim of this research was to study about the activities used by lecturer that can develop students' multiple intelligence. To describe the process in the classroom, the researcher used a descriptive qualitative method. Qualitative research is a comprehensive method that cover invention. This model of research leads the writer to elaborate a more detail information as in common procedure (Cresswell, 1994, as cited in Williams, 2007). Keegan (2009) stated that qualitative research is a research method that fundamentally prefer perceptivity than measurement.

Qualitative research provides data from various resource of guidance as given study. The resource tend occur in the natural setting and its participator (Yin, 2011). The purpose of this method is to take into consideration a recent happening or occurrence (Alwasilah, 2008). The writer chose this approach because it is appropriate to explain classroom phenomena in detail.

B. Population and Sample

This research took place at Universitas Islam Negeri Ar-Raniry or Ar-Raniry State Islamic University under the authority of Department of Religion Affair. UIN Ar-Raniry was firstly established on october 5th 1963. It is located at Jl. Ar-Raniry Kopelma Darussalam (lingkar kampus)-Banda Aceh. The university

has nine Faculties, they are faculty of Syari'ah and Law, faculty of Ushuluddin and Philosophy, faculty of Dakwah and Communication, faculty Adab and Humaniora, faculty of Social Science and Government, faculty of Bussiness and Economic of islam, faculty of Science and Technology, faculty of Phsychology, and faculty of Education teacher training.

The faculty of Education and teacher training concentrates on education and educational expert preparation. The faculty consists of several departments under its authority, one of them is Department of English Education (PBI) where exactly this study was conducted. As one of the departments of Education and Teacher Training at UIN Ar-Raniry. The Department of English Education (PBI) has the objective to educate and prepare its undergraduate students to be education experts and professional teachers especially for English major. It is aimed to produce well-behaved, qualified, creative and competitive graduates as future English teachers. In addition, in general the graduates will be able to give contribution for the development of education in Aceh province particularly. This department is one of the leading reputable department that many students eagerly study in.

The writer chose this department because it represents the population and sample for this research, English classroom. The writer used random sampling to select the English classroom. There was an English class that selected randomly. The participants were lecturer who teach English for the first semester students and students who learn English in the first semester at English Education Department of UIN Ar-Raniry Banda Aceh.

C. Technique of data collection

In collecting data, the writer used two techniques : Observation and interview.

1. Observation

Observation is a research process that offers an investigator the opportunity to gather live data from naturally occurring social situations (Cohen and Manion, 2007). Bailey (1994) stated that observational data may be useful for recording non verbal behavior, behavior in natural or contrived settings, and longitudinal analysis. Verbal behavior can be seen when a teacher is speaking or writing, while non verbal behavior can be seen from body gesture and facial expression of the teacher. In line with Bailey, Patton (1990) suggested that observational data can display the situation of the classroom originally.

Yin (2011) stated the relative emphasis between participating and observing can produce four variants : (1) being a participants only, (2) being a participant who also observes, (3) being an observer who also participate, (4) being an observer only. The writer only observed the classroom activities without any involvement in the classroom activities. Observation was conducted during the learning process to find out the activities that are used by the teacher in teaching English that can develop students' multiple intelligence. More precisely, the observation was focused on process of teaching, including students' participation and responses. In this study, the observation was done four times in English class and it held from the beginning until the end of the class.

2. Interview

Akbayrak (2000) defined Interview as controlled conversations that the interviewer used to obtain data required from the respondent by means of asking serious questions verbally. The main advantage of interview stems from its capability to offer a complete description and analysis of research subject, without limiting the scope of the research and the nature of participants' responses (Collis and Hussey, 2003).

The kind of interview used in this study was guided or semi-structured interview. According to Field and Morse (1985, as cited in Emilia, 2008), a semi-structured interview was used in both stages of interviews to enable the researcher to get all information required, while at the same time to permit participants' freedom of responses and description to illustrate the concepts. In this study, the students will be asked several questions about their participation on the classroom activities and the lecturer will be asked several questions related to the activities in the classroom that can help to develop students' multiple intelligence. The interview was done after the observation in the classroom and it was done by using face to face interview.

D. Technique of data analysis

After collecting the data, the data of the study will be analyzed using several steps. For detail of its process, it can be seen below:

1. Analysis data from observation

The analysis of classroom observation was conducted through several stages as follow:

- a. Describing the classroom teaching-learning process during the observation.
- b. Analysing and classifying the data into categories related to eight multiple intelligence. In this step the observation sheet was used to mark the English classroom activities to develop students' multiple intelligence that have been implemented in the classroom.

2. Analysis data from interview

The steps in analysing data from the interview were :

- a. Transcribing the data from recording of interview.
- b. Categorizing the data from interview into several themes which becomes the main concern of this study.
- c. Reducing inappropriate data.
- d. Interpreting the data from interview to address research questions.

To conclude, in this study, the writer used qualitative method to conduct the research by utilized two data collection procedures; interview and observation. Through these data collection techniques, the information related to classroom activities can be found. The findings and analysis will be reported in the next chapter.

CHAPTER IV

FINDING AND DISCUSSION

This chapter serves the research findings and discussion based on the data that are gained from the observation and interview from the students and lecturer of English Education Department of UIN Ar-Raniry Banda Aceh.

A. Findings

The findings of this research are displayed based on two research questions. The first research question is *What kind of activities that are used by lecturer in English classroom to develop students' Multiple intelligence?* and the second question is *How are students' participations in English classroom activities?.* To answer both of the research questions, the researcher conducted interview to ten students of first semester of English Department, seven female students and three male students and also lecturer from English class. The students are in initials of ZI, MH, KM, NA, RA, MNA, RI, DS, USP, and FMA. The lecturer initial is RM. Interview and observation were conducted on 2 November- 21 November 2019 at UIN Ar-Raniry Banda Aceh. In the interview process, the researcher questioned the students and lecturer in English language.

1. Classroom teaching - learning process

To obtain the findings for this research, the researcher observed the classroom teaching-learning process, the teaching learning process gives the clear description about the whole activities from the beginning until the end of the classroom for four times of observation. The detail of the classroom teaching learning process can be seen below:

The first observation was conducted on 2nd November 2019. On that day, there were some activities in the classroom. First activity was listening, the lecturer used instructional media; laptop and speaker into the classroom to play an English song. The lecturer asked the students to listen to the song that was played without showing the video of the song. The students had to write what they hear or the song lyric, the song was played twice. The lecturer chose a slow song because the students were newbie in English Department. After they finished to hear the song, the lecturer asked what they had written and then told them the correct lyric by writing it on the whiteboard. The next activity was analyzing the type of tenses of every sentence of the song, in this step, the lecturer used discussion method, they discussed each other to identify the tenses used in the song. After that, the lecturer used lecturing method to explain about grammar to the students, she gave example to make the students easier to understand the topic, the students paid attention to the lecturer explanation and asked questions if they did not understand.

The second observation was held on 7th November 2019. The main activity was also listening but the students did not listen to the song, the lecturer provided them a detective story which was required them to listen carefully on some parts of the audio. The researcher found that the students were more interested to listen to a song than a story, it could be seen from their facial expression and their response when the lecturer told them about what they would do in the class. After listening the audio, the lecturer gave some questions, the students had to answer those questions on paper. The next activity was discussing the right answer together.

On the second observation, the classroom activities were not plentiful as in the first observation. It only used discussion, listening, problem solving and mind-breaker. It means that there were only two intelligences that were developed; Linguistic and Logical-Mathematical intelligence. The students' participation was good, they asked questions when they faced difficulty in learning and when they were confused about something.

The third observation was conducted on 16th November 2019. There were only two activities used in that day, lecturing and writing. It meant that only one intelligence that was developed; linguistic intelligence. At that day the topic was about how to write a good and formal letter for academic purposes such as texting lecturer for permission not to attend the classroom. Like usual, the lecturer gave explanation to the students along with example and after she finished it, she asked the students to make a letter until the class was over. The students' participation in

the third observation was not as good as in the first observation, they were not seen enthusiastic, they just listened to the lecturer without giving any questions but they still followed the instruction of their lecturer in the classroom.

The fourth observation was conducted on 21st November 2019. In this day, the amount of activities in the classroom was increase from the third observation but it only accommodated two kind of intelligences; linguistic and musical intelligence. The teaching material was grammar, the topic was about preposition of place and direction. First, the teacher asked the students to read about the topic in the textbook, after that she explained about the topic they had read. Then she made word game activity in the classroom related to the topic until the end of the class.

2. English classroom activities to develop students' multiple intelligence

Based on the data that are gained from the observation and interview, the researcher found that there were several English classroom activities used by the lecturers to develop students' multiple intelligence. Each of the activities was used in different frequency to accommodate different type of intelligence. The activities are as follows:

a. Lecturing

The first activity is lecturing, lecturing activity can develop students' linguistic intelligence. The lecturer used it in teaching such as in the first observation where the lecturer explained about tenses that were used in the song lyric. RM, the lecturer, said:

“I usually teach by using lecturing and some kind of discussion activities in the classroom.”

Some of the students like lecturing activity. As mentioned by NA and RI:

“I like to listen to the lecturer explanation.” [NA]

“I like listen to my lecturer and answer the questions.” [RI]

b. Reading

Reading activity is useful for the development of linguistic intelligence. This activity was used in the fourth observation, the lecturer asked the students to read about the material provided in the textbook about preposition of place and direction. This result of observation is also supported by the lecturer statement:

“Different activities, sometimes read a story, sometimes with song; sing a song, sometimes narrative, sometimes grammar structure. Different for each learning.”

c. Discussion

Discussion is also one of the classroom activity that can develop linguistic intelligence. In this research, the lecturer used discussion activity in the first and second observation. Generally the discussion is aimed to find the right answer for certain questions. RM, the lecturer, said:

“I usually teach by using lecturing and some kind of discussion activities in the classroom.”

This activity is liked by the students. As mentioned by NH:

“I like to discuss the answers of the questions in the textbook.”

d. Writing or taking note

Writing or taking note is activity that can accommodate linguistic intelligence. Students who have this intelligence like the writing or taking note activity. In the third observation we can see that the lecturer asked the students to write a text to ask permission to the lecturer and in the first observation they were taking note of a song lyric. This activity is liked by the students. As mentioned by MNA and FMA:

“I like writing, listening, watching movie, telling about experience.” [MNA]

“I like listening and writing activity.” [FMA]

e. Word game

Another activity to develop linguistic intelligence in English classroom is Word game, this activity was applied in the fourth observation. The lecturer actually used the game to train the students’ understanding about the material they learned at that day. It is like doing an exercise in a funny way because game can be used to know students’ ability.

f. Listen to music or song, sing a song

This kind classroom activity can develop students’ musical intelligence. In the first observation, the lecturer provided a song and music to be heard by students. In the fourth observation the students sang a song as an optional punishment for those who lost in the word game. RM, the lecturer, said:

“Different activities, sometimes read a story, sometimes with song; sing a song, sometimes narrative, sometimes grammar structure. Different for each learning.”

This activity is liked by the students. As mentioned by KM and RA:

“I like to learn grammar, listen to song and learn through song.” [KM]

“I like to listen to music and speak in front of the class.” [RA]

g. Playing music tool

In the fourth observation, one of the student played a music instrument; flute in front of the classroom. This kind of activity rarely happens in language classroom especially for English classroom because it focuses on grammar and language use, but it is good to give students opportunity to develop their musical intelligence.

h. Self-esteem building

In the fourth observation, intrapersonal intelligence was developed by self-esteem building. Before playing a word game, the lecturer and the students made agreement that who give the wrong answer in the word game would be given punishment in front of the class. They have to show their ability or talent to their friend, in this moment, their confidence is tested.

i. Problem solving

In the first observation, the lecturer used the problem solving activity by asking the students to analyze the type of tenses and its formula of each sentences in the song lyric that they had already heard. This activity can develop students' logical-mathematical intelligence. Their previous knowledge is important in this

process to help them to find out the correct answer. Another problem solving activity is mind-breaker which is used in the second observation through a story.

The data from the observation and interview above indicates that the lecturer uses lecturing, reading, discussion, writing or taking note, and word game activity to develop linguistic intelligence, listen to music or song, sing a song, and playing music instrument to develop musical intelligence, self-esteem building to develop intrapersonal intelligence, and problem solving to develop logical-mathematical intelligence.

3. Students' participation in classroom

The students' participation in English classroom activities was observed during the teaching-learning process for four times of meeting. The researcher watched how they engaged and participated in each activity that is designed by the lecturers. The researcher also conducted interview to know about their participation.

a. Reason to participate in classroom activities

There are two reasons why the students participate in the English classroom activities. The first reason is because the learning activities are funny, interesting and not boring. The students' responses are shown below:

ZI: "Yes, I do. Because in the classroom we feel enjoy, the learning activities is funny and the lecturer explains the lesson clearly."

RI: "Yes, I do. Because the classroom activities is not boring."

DS: "Yes, I do. Because the classroom activity is interesting and can make me participate."

In relation to this concern, the lecturer said:

RM: "I do believe my classroom activities enhance their classroom participation but I'm not sure about their multiple intelligence because I rarely do outdoor activities or activities that combine several types of activities that will enhance students' multiple intelligence."

The second reason that makes the students participate in the English classroom activities is because of the lecturers' personality. They like to participate if the lecturer is interesting, friendly and has good skill in explaining the material. The students' responses are shown below:

MNA: "Yes, I do. Because the lecturer is interesting and the classroom is not boring."

NA: "Yes, I do. Because the lecturer is friendly and explain the material to the point."

NH: "Yes, I do. Because the explanation of the lecturer is easy to understand."

KM: "Yes, I do. Because the lecturer can make me understand about the lesson and the lesson is easy for the beginner."

b. The way to participate in classroom activities

There are three ways of the students to participate in the English classroom activities, the first way is by giving or answering the questions. During the observation, the researcher found that the students ask questions to the lecturer if there are things that they do not understand about the material. When the lecturer gave them questions, they answered it. By this way, the lecturer not only can see students' participation but also detect their understanding about the material that are taught. The students' responses are shown below:

ZI: "I participate in the class by giving or answering the questions."

DS: "I participate by answering the questions."

KM: "I participate by answering the question and asking about things that I do not understand."

USP: "I participate by Answering the questions and come in front of the class if the lecturer ask me."

In relation to this concern, the lecturer said:

RM: "They have a good participation actually, when I ask questions they will try to answer it, several people will try to answer one question for example or if I ask whether they have question they will ask several questions, so I think it's quite active class."

The second way to participate in the classroom activities is by paying attention to the lecturers' explanation. During the observation, the researcher found that the students have good attention to the lecturers' explanation and it can be a form of participation that is given by the students. This is supported by the data of interview:

NA: "I participate in the class by paying attention to the lecturer explanation and answering the questions."

The third way to participate is by doing the lecturers' instruction, it includes doing assignment and doing homework that are given by the lecturers. In the observation, the researcher noticed that the students obey the lecturers' requests, for example, if the lecturer asked them to read, they will read, if the lecturer asked them to write they will write. This is strengthened by the students' statements in the interview.

RI: "I participate by doing the lecturer's instruction."

NH: "I participate by answering the questions and doing the assignment."

FMA: "I participate by doing the homework and answer the questions that are given by the lecturer."

RA: "I come to the class on time, do homework, and discuss with my classmates."

MNA: "I participate by doing homework and come to the class on time."

Based on the information from the observation and interview, the researcher found that the students participate actively in the English classroom activities. The more activity is used, the more active the students will be. It means that the lecturer have to use activities as much as possible especially the activities that can develop students' multiple intelligence to increase their participation.

B. Discussion

To answer the research questions of this study, the researcher has analyzed the data systematically and accurately. The data were analyzed in order to draw conclusion about the objective of the study. The researcher discussed the findings in this chapter based on the research questions.

Based on the findings, the researcher found that English classroom activities used by the lecturer did not develop all kind of multiple intelligences. It only developed four of eight kind of multiple intelligences; linguistic, logical-mathematical, intrapersonal and musical intelligence. It is unfortunate that there are four intelligences that are not accommodated by the classroom activities; bodily-kinaesthetic, interpersonal, spatial and natural intelligence.

The activities that are used by the lecturer to develop students' multiple intelligence were lecturing, listening to the lecturer, reading, word game, rhymes,

listening to song or music, singing a song, playing music tool, self-esteem building, discussion, problem solving and taking note or writing. It can be concluded that the dominant activity that was used in English classroom was lecturing and the dominant intelligence that was developed was linguistic.

This result was supported by Hammond (2008) who stated that the biggest problem in the application of MIT in teaching contexts is because of the over-use of one or two intelligences over others. According to Hammond, majority of language teaching classrooms are based on mathematical intelligence and linguistic intelligence. Learners who are gifted in these intelligences are the luckiest in language classrooms. In addition, Richards and Rodgers (2001) argued that teachers tend to bring a specific intelligence to their classroom. Subconsciously teachers focus on one or two intelligences at the expense of others. Oftentimes, this is their favorite intelligence through which they learn the best. Thus, they hope that it will do the trick and do wonders for their learners in the language classroom. Furthermore, this result is also supported by Acosta (2004-2005) that most language teaching contexts are dominated by linguistic and mathematical reasoning, this teaching context with several intelligences represented a good mixture of intelligences. However, there is always room for improvement and more effective teaching practices should be the goal.

The finding was similar to the result of Astutie (2017) which stated that linguistic intelligence was the most dominant intelligence used in the English class and it emerged in every meeting. This was the basic intelligences that the

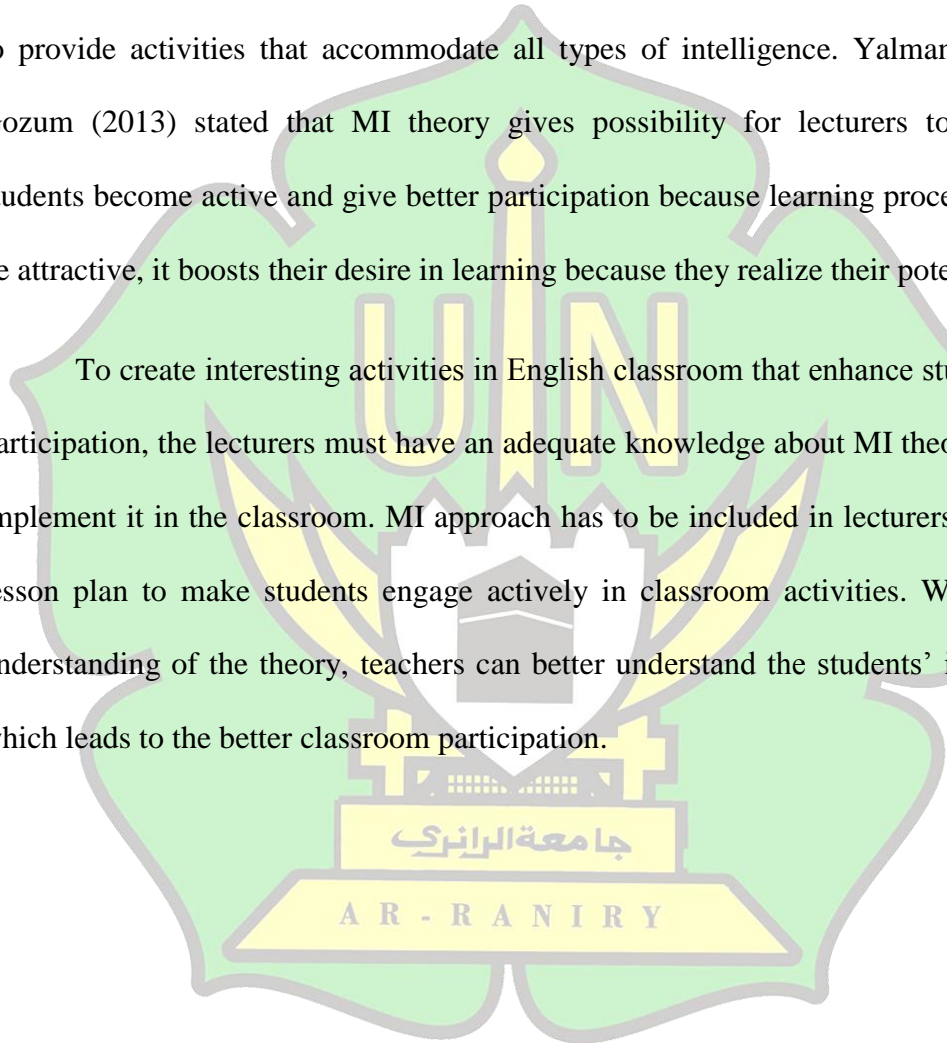
teacher developed in the English class because the focus of language learning was to make the students enjoy learning the target language. The finding is supported by the claim that language learning and use are obviously closely linguistic intelligence (Akbari & Hosseini, 2008).

Based on the finding researcher found, there is no balance in the development of multiple intelligence. English classroom activities are inadequately for some kind of intelligences. For instance, a sports theme can definitely spark the interest of a kinesthetic learner, but using a sports theme in the class does not necessarily activate kinesthetic intelligence of a learner in the language classroom. It is necessary to move students from their seats through a physical activity with a sports theme which invites them to use the language for a real application of the kinesthetic intelligence.

One of the reasons of why there is no balance in the development of multiple intelligence is because of the time concerns of language lecturers. This result was supported by Currie (2003) who stated that generally language educators pay more attention to covering the language material as planned instead of presenting it in a lively or creative format. Unfortunately concerns of time take away from one's effort of creative language teaching, thus it becomes even harder to tailor the lesson for diverse learning needs of learners. To overcome this situation, the lecturers have to make good preparation and planning as suggested by Vincent & Ross (2001), a thorough planning and preparation is necessary on the part of the language educator to achieve successful MIT application in the language classroom.

English classroom activities affected students' participation in the classroom, they tend to participate actively when the more activity to develop multiple intelligence is used because the activities that are related to multiple intelligence can gain their interest in learning English. It is important for lecturer to provide activities that accommodate all types of intelligence. Yalmanci and Gozum (2013) stated that MI theory gives possibility for lecturers to make students become active and give better participation because learning process will be attractive, it boosts their desire in learning because they realize their potency.

To create interesting activities in English classroom that enhance students' participation, the lecturers must have an adequate knowledge about MI theory and implement it in the classroom. MI approach has to be included in lecturers' daily lesson plan to make students engage actively in classroom activities. With the understanding of the theory, teachers can better understand the students' interest which leads to the better classroom participation.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After having analyzed the data in chapter IV, there are several conclusions that can be drawn in relation to the research questions. The findings of the present study revealed that there are some activities that are used by the lecturer in English classroom to develop students' multiple intelligence.

The result of this study showed that the activities used by the lecturer to develop students' multiple intelligence are lecturing or listening to the lecturer, reading, word game, listening to song or music, singing a song, playing music tool, self-esteem building, discussion, problem solving and taking note or writing. Furthermore, there are four intelligences that are developed by the classroom activities; linguistic, logical-mathematical, musical and intrapersonal intelligence. The dominant activities that are used by the lecturer are the activities that develop students' linguistic intelligence.

For the second research question, the researcher discovers that the students have good participation in the English classroom activities. They participated actively by giving or answering the questions, by doing the lecturers' instruction and by paying attention to the lecturers' explanation. They participated well because the learning activities are funny, interesting, not boring, and they like the lecturers' style of teaching and personality. Their participation tended to increase

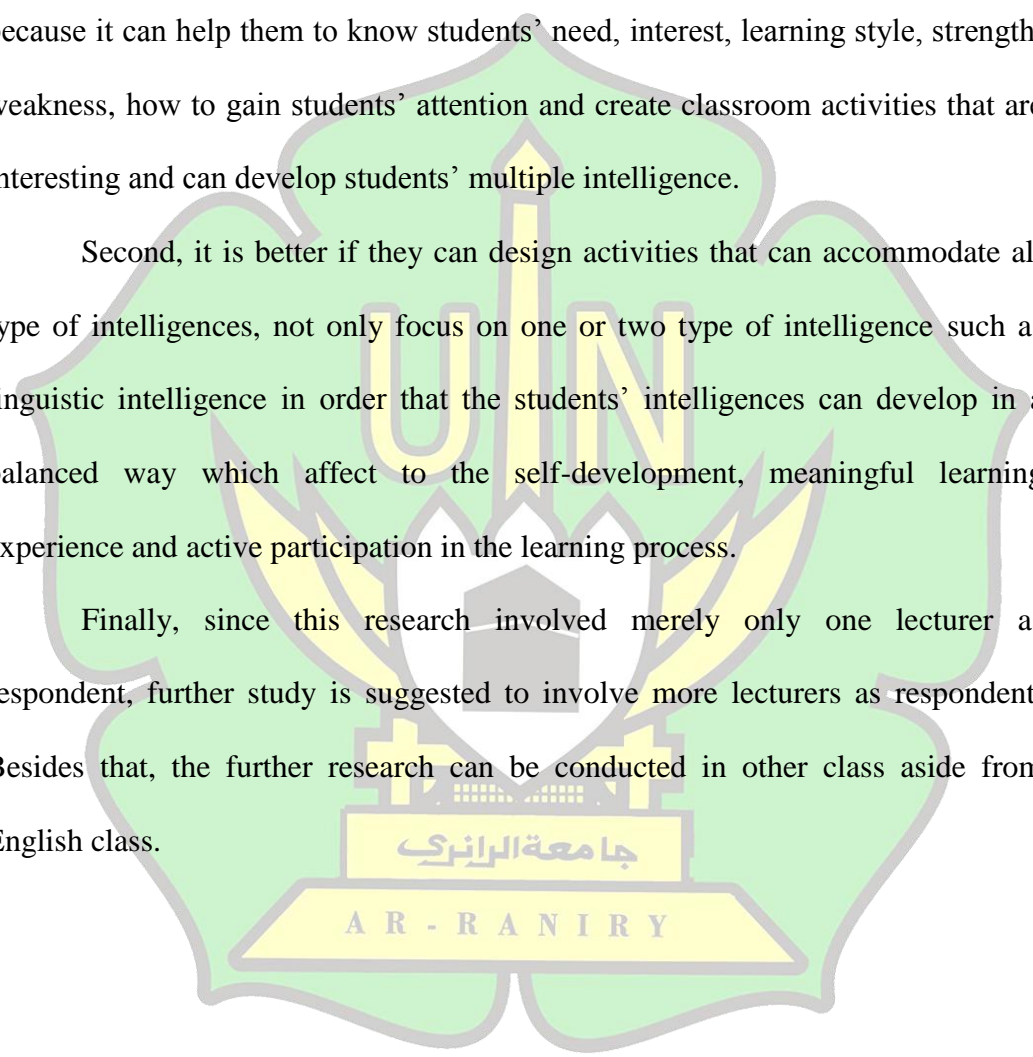
when the lecturer optimized activities that may potentially develop their multiple intelligence.

B. Suggestion

Based on the findings, there are many suggestions that the researcher can provide for the lecturers. First, they should understand multiple intelligence theory because it can help them to know students' need, interest, learning style, strength, weakness, how to gain students' attention and create classroom activities that are interesting and can develop students' multiple intelligence.

Second, it is better if they can design activities that can accommodate all type of intelligences, not only focus on one or two type of intelligence such as linguistic intelligence in order that the students' intelligences can develop in a balanced way which affect to the self-development, meaningful learning experience and active participation in the learning process.

Finally, since this research involved merely only one lecturer as respondent, further study is suggested to involve more lecturers as respondent. Besides that, the further research can be conducted in other class aside from English class.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14237/UIN.09/FTK/KP.07.6/07/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Menetapkan** : a. balyw untuk kelancaran bimbingan skripsi dan ujian matakursus mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang diminykkan dalam Surat Keputusan Dekan;
- b. bahwa sandara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2013, tentang Pen delelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menempukan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pen delelegasian Wewenang kepada Dekan dan Direktur Pemasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Mangpethatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

1. Siti Khasimah, M.Pd
2. Syarifah Dahlia, M. Ag., M. Ed., Ph. D

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Nova safrianti
NIM : 150203095

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Exploring English Classroom Activities To Develop Students' Multiple Intelligence

KEDUA

: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA

: Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KEEMPAT

: Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila keandihan hari ternyata terdapat kekeliruan dalam penyiapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 31 Juli 2019

An. Rektor



Lampiran

1. Rekor UIN Ar-Raniry (sebagai lampiran);
2. Rekor Prodi PBI Ftk. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk ditawar dan dibebankan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-15801/Un.06/FTK.1/TL.00/12/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 05 November 2019

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
dengan ini memohon kiranya saudara memben izin dan bantuan kepada:

N a m a : NOVA SAFRIANTI
N I M : 150203095
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl.Limpo Gampong lamreung Meunasah Papeun No.3 Kec.
Krueng Barona Jaya Aceh Besar

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris Uin Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Exploring English Classroom Activities To Develop Students' Multiple Intelligence

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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SURAT KETERANGAN

Nomor: B-558/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-15801/Un.08/FTK.I/TL.00/11/2019 tertanggal 05 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nova Safrianti
NIM : 150 203 095
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Exploring English Classroom Activities to Develop Students' Multiple Intelligence.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Interview Questions



Responden Yth,

Saya Nova Safrianti (150203095), mahasiswa jurusan Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. Wawancara ini saya susun dalam rangka penelitian sebagai syarat kelulusan S1 pada prodi Pendidikan Bahasa Inggris UIN Ar-Raniry tentang “Exploring English Classroom Activities to Develop Students’ Multiple Intelligence”.

Skripsi ini di bimbing oleh :

1. Siti Khasinah, M.Pd
2. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D

Mengingat pentingnya data ini, saya harapkan kepada responden untuk dapat menjawab dengan jujur sesuai kondisi yang sebenarnya. Jawaban yang diberikan sangat bermanfaat bagi penelitian ini. Atas perhatian dan waktu saya ucapkan terima kasih.

A. Interview questions for lecturers

1. Do you know Multiple intelligences?
2. Do you believe that each of your students represent each kind of Howard Gardner; Multiple intelligence?
3. What are activities that you use to teach English for your students?
4. Why do you use those activities in teaching English?
5. How are the students’ participation in the classroom?

6. How do you accommodate students' various needs and talents in classroom activities?

7. What are the difficulties in implementing classroom activities that can accommodate all students' need and learning style?

8. How do you judge students' progress and personal intelligence?

9. Can you detect students' intelligence through classroom activities? How?

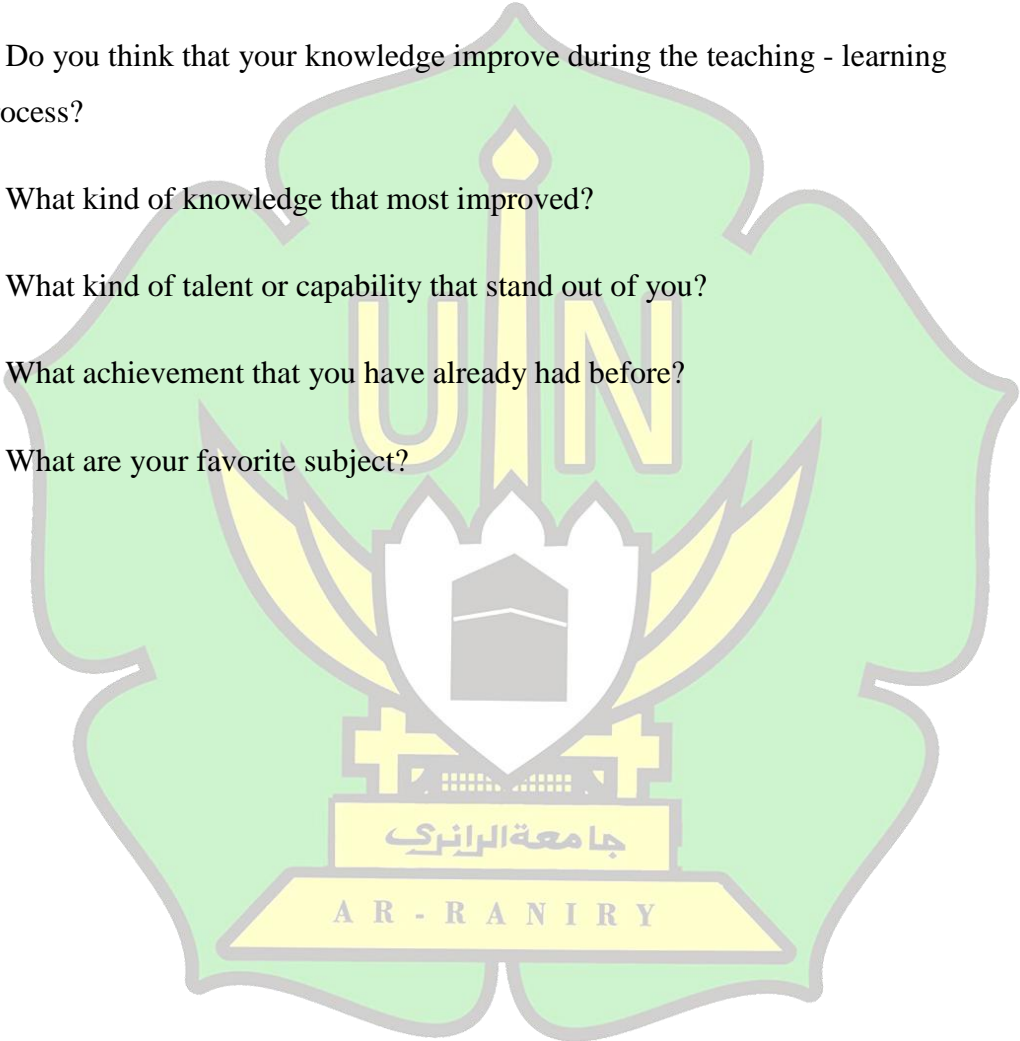
10. Do your teaching activities develop students' Multiple intelligence and enhance students' participation?

11. Are there any specific treatments to students with various type of intelligence?



B. Interview questions for students

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?
2. What kind of activities do you like in the classroom?
3. How do you participate in the English classroom activities?
4. Do you think that your knowledge improve during the teaching - learning process?
5. What kind of knowledge that most improved?
6. What kind of talent or capability that stand out of you?
7. What achievement that you have already had before?
8. What are your favorite subject?



Observation Sheet

Intelligence	Classroom Activities	Yes	No
Linguistic	Lecturing		
	Discussions		
	writing		
	reading		
	Word game		
Logical- Mathematical	Brainteasers		
	Problem solving		
	Critical thinking		
Spatial	Visual presentation		
	Art activities		
	Mind mapping		
	Imagination games		
Bodily- Kinaesthetic	Hands-on learning		
	Drama		
	Tactile activities		
Musical	Listen to song		
	Playing music tool		
	Sing song		
Interpersonal	Cooperative learning		
	Peer tutoring		
	Social gathering		
	Simulations		
Intrapersonal	Independent study		
	Individualized instruction		
	Self-esteem building		
Naturalist	Nature study		
	Ecological awareness		
	Care of animals		

Interview transcript

Student 1

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

ZI: “Yes, I do. Because in the classroom we feel enjoy, the learning activities is funny and the lecturer explains the lesson clearly.”

2. What kind of activities do you like in the classroom?

ZI: “I like to answer the questions that are given by the lecturer in front of the class in the whiteboard.”

3. How do you participate in the English classroom activities?

ZI: “I participate in the class by giving or answering the questions.”

4. Do you think that your knowledge improve during the teaching - learning process?

ZI: “Yes, I do. Because the explanation is clear.”

5. What kind of knowledge that most improved?

ZI: “Knowledge about grammar.”

6. What kind of talent or capability that stand out of you?

ZI: “Writing.”

7. What achievement that you have already had before?

ZI: “I have won the first champion of quiz.”

8. What are your favorite subject?

ZI: “My favorite subject is English.”

Student 2

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

NH: “Yes, I do. Because the explanation of the lecturer is easy to understand.”

2. What kind of activities do you like in the classroom?

NH: “I like to discuss the answers of the questions in the textbook.”

3. How do you participate in the English classroom activities?

NH: “I participate by answering the questions and doing the assignment.”

4. Do you think that your knowledge improve during the teaching - learning process?

NH: “Yes, I do.

5. What kind of knowledge that most improved?

NH: “The knowledge about grammar.”

6. What kind of talent or capability that stand out of you?

NH: “Making cake and listening.”

7. What achievement that you have already had before?

NH: “I have won the first champion of cake decorating contest.”

8. What are your favorite subject?

NH: “Physics and History.”

Student 3

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

KM: “Yes, I do. Because the lecturer can make me understand about the lesson and the lesson is easy for the beginner.”

2. What kind of activities do you like in the classroom?

KM: “I like to learn grammar, listen to song and learn through song.”

3. How do you participate in the English classroom activities?

KM: “I participate by answering the question and asking about things that I do not understand.”

4. Do you think that your knowledge improve during the teaching - learning process?

KM: “Yes, I do. Because I learn new things.”

5. What kind of knowledge that most improved?

KM: “The knowledge of Grammar and structure.”

6. What kind of talent or capability that stand out of you?

KM: “Teaching talent.”

7. What achievement that you have already had before?

KM: “I have no any achievement.”

8. What are your favorite subject?

KM: “My favorite subject is Math.”

Student 4

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

NA: “Yes, I do. Because the lecturer is friendly and explain the material to the point.”

2. What kind of activities do you like in the classroom?

NA: “I like to listen to the lecturer explanation.”

3. How do you participate in the English classroom activities?

NA: “I participate in the class by paying attention to the lecturer explanation and answering the questions.”

4. Do you think that your knowledge improve during the teaching - learning process?

NA: “Yes.”

5. What kind of knowledge that most improved?

NA: “The knowledge of Grammar.”

6. What kind of talent or capability that stand out of you?

NA: “I am good at teaching.”

7. What achievement that you have already had before?

NA: “I am the first champion of memorizing AL-Qur’an in My school.”

8. What are your favorite subject?

NA: “My favorite subject are English and Arabic.”

Student 5

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

RI: “Yes, I do. Because the classroom activities is not boring.”

2. What kind of activities do you like in the classroom?

RI: "I like listen to my lecturer and answer the questions."

3. How do you participate in the English classroom activities?

RI: "I participate by doing the lecturer's instruction."

4. Do you think that your knowledge improve during the teaching - learning process?

RI: "Yes, because there are a lot of knowledge."

5. What kind of knowledge that most improved?

RI: "Grammar."

6. What kind of talent or capability that stand out of you?

RI: "My talent is writing short story,"

7. What achievement that you have already had before?

RI: "I never have achievement."

8. What are your favorite subject?

RI: "My favorite subject is Biology."

Student 6

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

DS: "Yes, I do. Because the classroom activities is interesting and can make me participate."

2. What kind of activities do you like in the classroom?

DS: "I like listening and storytelling."

3. How do you participate in the English classroom activities?

DS: “I participate by answering the questions.”

4. Do you think that your knowledge improve during the teaching - learning process?

DS: “Yes, because my vocabulary mastery is improve.”

5. What kind of knowledge that most improved?

DS: “Grammar, listening, reading”

6. What kind of talent or capability that stand out of you?

DS: “Singing”

7. What achievement that you have already had before?

DS: “first champion of quiz contest in my school.”

8. What are your favorite subject?

DS: “My favorite subject are Biology, Math, Chemistry.”

Student 7

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

USP: “Yes, I do. Because the lecturer can notice that I am an active student and care of her classroom.”

2. What kind of activities do you like in the classroom?

USP: “I like speaking.”

3. How do you participate in the English classroom activities?

USP: “I participate by answering the questions and come in front of the class if the lecturer ask me.”

4. Do you think that your knowledge improve during the teaching - learning process?

USP: “Yes, because I get new vocabulary and remember old vocabulary.”

5. What kind of knowledge that most improved?

USP: “Grammar”

6. What kind of talent or capability that stand out of you?

USP: “Dancing, badminton, basketball”

7. What achievement that you have already had before?

USP: “Second champion of Japanese debate contest in Aceh province.”

8. What are your favorite subject?

USP: “My favorite subject are Biology, Language, and Aeronautics.”

Student 8

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

MNA: “Yes, I do. Because the lecturer is interesting and the classroom is not boring.”

2. What kind of activities do you like in the classroom?

MNA: “I like writing, listening, watching movie, telling about experience.”

3. How do you participate in the English classroom activities?

MNA: “I participate by doing homework and come to the class on time.”

4. Do you think that your knowledge improve during the teaching - learning process?

MNA: “Yes, I do. Because I get new knowledge.”

5. What kind of knowledge that most improved?

MNA: “Grammar”

6. What kind of talent or capability that stand out of you?

MNA: “Dancing, Swimming, playing football and badminton.”

7. What achievement that you have already had before?

MNA: “First champion of Rapai Geleng contest of Aceh province.”

8. What are your favorite subject?

MNA: “My favorite subject is English.”

Student 9

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

RA: “Yes, I do. Because I am typically an active person and I like to learn new thing.”

2. What kind of activities do you like in the classroom?

RA: “I like to listen to music and speak in front of the class.”

3. How do you participate in the English classroom activities?

RA: “I come to the class on time, do homework, and discuss with my classmates.”

4. Do you think that your knowledge improve during the teaching - learning process?

RA: “Yes, I do. Because I get new knowledge.”

5. What kind of knowledge that most improved?

RA: “Grammar”

6. What kind of talent or capability that stand out of you?

RA: “Playing guitar, singing.”

7. What achievement that you have already had before?

RA: “Third champion of quiz contest of Sabang region, fifth champion of football contest of Sabang.”

8. What are your favorite subject?

RA: “My favorite subject are English and History.”

Student 10

1. Do you like to participate in the classroom activities that are designed by your lecturer? Why?

FMA: “Yes, I do. Because in this class we learn using speaker to make us more understand about topic. We also use paper so it make us easier about what is being told by the lecturer.”

2. What kind of activities do you like in the classroom?

FMA: “I like listening and writing activity.”

3. How do you participate in the English classroom activities?

FMA: “I participate by doing the homework and answer the questions that are given by the lecturer.”

4. Do you think that your knowledge improve during the teaching - learning process?

FMA: “Yes, because I learn new knowledge.”

5. What kind of knowledge that most improved?

FMA: “Grammar”

6. What kind of talent or capability that stand out of you?

FMA: “I am good at writing and story telling.”

7. What achievement that you have already had before?

FMA: “I get the fourth champion of Chemistry Olympic of Aceh province.”

8. What are your favorite subject?

FMA: “My favorite subject are English, Chemistry, Math, Art.”

Lecturer

1. Do you know Multiple intelligences?

RM: “Yes, but not more. I just know a little about it.”

2. Do you believe that each of your students represent each kind of Howard Gardner; Multiple intelligence?

RM: “I believe that but maybe in English subject not all my students have each skill but maybe in other their intelligence yes.”

3. What are activities that you use to teach English for your students?

RM: “Different activities, sometimes read a story, sometimes with song; sing a song, sometimes narrative, sometimes grammar structure. Different for each learning. But I usually teach by using lecturing, and some kind of discussion activities in the classroom”.

4. Why do you use those activities in teaching English?

RM: “Because sometimes my students will boring if I use just one activity so I mix and combine it for each learning process.”

5. How are the students’ participation in the classroom?

RM “They have a good participation actually, when I ask questions they will try to answer it, several people will try to answer one question for example or if I ask whether they have question they will ask several questions, so I think it’s quite active class.”

6. How do you accommodate students’ various needs and talents in classroom activities?

RM: “Sometime I ask the students for example how about next meeting? Do you want listen music or do you want to play some games? Something like that. If they say: “yes we want to sing a song.” We do that in the next meeting so they do not feel boring anymore.”

7. What are the difficulties in implementing classroom activities that can accommodate all students’ need and learning style?

RM: “Because my class is a huge class. There are about thirty students, so I think difficult for them to do one activity they all need and like. Sometimes my students like music but beside that not all students like music for example the student like music and other like stories maybe, this is the difficulty. And the second the condition of classroom also influence the classroom activities for example the classroom is narrow and hot so sometimes they difficult to concentrate in the classroom.”

8. How do you judge students’ progress and personal intelligence?

RN: “Maybe with some questions and they can answer it or not. When learn about structure, grammar and I ask some questions they can focus and they can answer the questions or not. Maybe from that”

9. Can you detect students' intelligence through classroom activities? How?

RN: "Yes, for example intrapersonal and interpersonal. I can detect it but sometimes not. For intrapersonal and interpersonal we can see the social life of the students. For example also musical we can see if some students can answer if we learn about musical song maybe and some students not. So the students that can answer correctly about the song so they have multiple intelligence in musical."

10. Do your teaching activities develop students' Multiple intelligence and enhance students' participation?

RM: "I do believe my classroom activities enhance their classroom participation but I'm not sure about their multiple intelligence because I rarely do outdoor activities or activities that combine several types of activities that will enhance students' multiple intelligence"

11. Are there any specific treatments to students with various type of intelligence?

RM: "Maybe in my class I don't know how that effect for multiple intelligence or not because for me I am not focus about these multiple intelligences but I am focus to make active classroom activity so I do not know if there is a treatment or not but maybe for example like I said before like discussion. In discussion, we can make a curiosity to our students to have multiple intelligence in interpersonal or intrapersonal. But in my class I have no specific treatment for that because I am not focus about multiple intelligence."

AUTOBIOGRHAPHY

Name/NIM : Nova Safrianti/ 150203095
Place / Date of Birth : Keutapang/ 13 Februari 1997
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Banda Aceh, 16 December 2019

Nova Safrianti