

# APPLYING MULTIPLE INTELLIGENCES STRATEGIES IN ENGLISH TEACHING FOR JUNIOR HIGH SCHOOL STUDENTS

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## **Abstract**

Students have varieties of intelligences. Gardner (1983) in Herndon (2018) identified seven multiple intelligences: 1) verbal-linguistic, 2) mathematical-logical, 3) musical, 4) visual-spatial, 5) bodily-kinesthetic, 6) interpersonal, and 7) intrapersonal. They possess different kinds ways of minds and therefore they learn, remember, perform and understand in different ways. The aim of this paper is to explain how the teacher applies the distinct multiple intelligences strategies in teaching English to fulfill the students' need. Teaching English skills in a classroom has some techniques and activities. Take for example "SQ3R" (Survey, Question, Read, Recite and Review) is a technique for teaching reading (Brown : 2000). Multiple Intelligences strategy in teaching reading can explore some multiple intelligences that the students have. The teacher can develop visual-spatial and bodily-kinesthetic intelligences in survey stage by underlining or giving mark the main idea by using colorful pen or marker. Then, the teacher can develop verbal-linguistic intelligence in Question and Read stage by reading and writing sentences. Group discussion can be implemented in discussing the material (interpersonal). Intrapersonal intelligence can also be applied in review stage by writing reflection by each individual. It can be concluded that the teacher is supposed to use or modify some kinds of teaching methods that appropriate to the students' multiple intelligences. Teacher can involve some intelligences in one period of teaching. Students' different intelligence will get different teaching method.

**Keywords :** *multiple intelligences, junior high school*

## **INTRODUCTION**

Every student coming to school has different intelligences. Howard Gardner in Herndon (2018) originally identified seven different intelligences. Consequently, students learn, remember, perform and understand in different ways. Hani Morgan (2014) in Herndon (2018) supports Gardner's theory. Morgan's research indicated that differentiated instruction benefits all students but must be presented by well-prepared, experienced, and knowledgeable teachers.

When people talk about intelligences, what they mean are linguistic and logical-mathematical ones. Linguistic intelligence means being skilled with words and language. Meanwhile, logical-mathematical intelligence means being skilled with logic, reasoning, and/or numbers. Traditional school activities focus primarily on linguistic and logical-mathematical intelligences. These two intelligences view still dominate in the way people think about success in learning. Therefore, a student who can develop the linguistic and logical-mathematical intelligences is supposed to be a successful learner in traditional school situation.

The description of the multiple intelligences are as follows:

1. **Verbal-linguistic Intelligence:** Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words. Verbal-linguistic learners like reading, playing words game, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Computers, games, multimedia, books, tape recorder are suitable tools for these learners.
2. **Mathematical-logical Intelligence:** The ability to think conceptually and abstractly and the capacity to discern logical or numerical patterns. These learners like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn concepts before they can deal with details.
3. **Musical Intelligence:** The ability to produce and appreciate rhythm, pitch, and timbre. The musical learners love music, but they are also sensitive to sounds in their environments. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD\_ROM, multimedia.
4. **Visual-Spatial Intelligence:** The capacity to think in images and pictures, to visualize accurately and abstractly. Visual-spatial learners like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Models, graphics, charts, photographs, drawings, 3-D modelling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs are appropriate tools for these learners.
5. **Bodily-Kinesthetic Intelligence:** The ability to control one's body movements and to handle objects skillfully. Bodily-kinesthetic learners like movement, making things, touching. They communicate well through body language. They can be taught through physical activity, hands-on learning, acting out, role playing. The suitable tools for them are equipments and real objects.
6. **Interpersonal Intelligence:** The capacity to detect and respond appropriately to the moods, motivations and desire of others. Interpersonal learners learn through interaction. They have many friends, empathy for others. They can be taught through group activities, seminars, dialogues. The telephone, audio conferencing, time and attention from instructor, video conferencing, writing, computer conferencing, E-mail are suitable for these learners.
7. **Intrapersonal Intelligence:** The capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking process. Intrapersonal learners tend to shy away from others. They're in tune with their inner feelings, they have wisdom, intuition and motivation, as well as a strong will, confidence and opinion. They can be taught through independent study and introspection. Books, creative materials, diaries, privacy and time are suitable tools for these learners. They are the most independent of the learners.

Based on these background, teaching English in the classroom must pay attention to multiple intelligences of the students. The activities in the classroom should adapt with the intelligences of the students. The teacher has to have a great effort to make the classroom situation fulfill the students' need.

So far, the teacher has applied some different teaching methods in the classroom but has she/he thinks about the compatibility of the methods with the

students' multiple intelligences? This paper tries to answer the questions of how multiple intelligences strategies work in the classroom. It is the challenge of the educator to apply these in learning teaching process.

## **DISCUSSION**

When the teacher enters the classroom, he/she will find many individual differences. The teacher should take a certain strategy to handle the class. The strategy the teacher takes, must depend on the characteristic of the students what is called their intelligences. Certain students have dominant intelligence on linguistic and interpersonal intelligence but the others maybe dominant in kinesthetic and visual spatial intelligence. All these different characteristic of the students need to be paid attention by the teacher.

Teaching with multiple intelligences strategies means the teacher has to combine or modify some multiple intelligences during the classroom activities from the beginning until the end. In one meeting how the teacher use the strategy to fulfill the students' need. How the varieties students feel that they have learnt the lesson with their learning styles.

In classroom activities, the teachers should activate and utilize more than one of the multiple intelligences of their students. When the teachers make decision on what multiple intelligences will be focused on, think of the most effective teaching or learning tools.

There are four skills that the students have to master in learning English. To support those skills the language elements like grammar, pronunciation, spelling and vocabulary are also important to master.

The descriptions of teaching English skills by using the multiple intelligences strategies are as follows:

### **1. Teaching Reading.**

According to Brown (2000), there are two types of classroom reading performance: 1) oral and silent reading, 2) intensive and extensive reading.

For beginner and intermediate levels, oral reading aims to serve as an evaluative check on bottom-up processing skills, to double as a pronunciation check and to serve to add some extra student participation if certain short segment of a reading passage will be highlighted.

Silent reading may be categorized into intensive and extensive reading. Intensive reading focuses on linguistic or semantic details of a passage. Extensive reading is carried out to achieve a general understanding of a longer text (book, long article, or essays, etc.).

Some reading techniques for teaching English have been proposed by Brown (2000). One of them is "SQ3R" sequence. This technique consists of the five steps: 1) survey: the reader skim the text for an overview of main ideas, 2) questioned : the reader asks questions about what he or she wishes to get out of the text, 3) read: the reader read the text while looking for answers to the previously formulated questions, 4) recite: the reader reprocess the important points of the text through oral or written language, 5) review: the reader assess the importance of what one has just read and incorporate it long-term association.

The activity of reading in a classroom consists of reading aloud and reading comprehension. Reading aloud can be taught by playing tape recorder ( verbal-linguistic ) or playing video ( visual-spatial ). Reading comprehension can be taught by word games ( verbal-linguistic ), group discussion ( interpersonal ), puzzle ( logic-mathematic ), picture ( visual-spatial ) , TPR ( bodily-kinesthetic ) for vocabulary building. Then it's continued by using SQ3R technique. The teacher can develop visual-spatial and bodily-kinesthetic intelligences in survey stage by underlining or giving mark the main idea by using colorful pen or marker. Then, the teacher can develop verbal-linguistic intelligence in Question and Read stage by reading and writing sentences. Group discussion can be implemented in discussing the material (interpersonal). Intrapersonal intelligence can also be applied in review stage by writing reflection by each individual.

## 2. Teaching writing.

According to Brown (2000), writing performance in the classroom consists of five major categories: 1) imitative or writing down, 2) intensive or controlled, 3) self-writing, 4) display writing and 5) real writing. For junior high school learner, the first and the second category are most done.

At the beginning level of learning to write, students will simply write down English letters, word, and possibly sentences. Dictation belongs to this category. In applying the multiple intelligences, the teacher can use picture accompanying the words (visual-spatial), word games (linguistic-verbal).

The second category, intensive and controlled writing. It means that the writing process focuses on written grammar exercises. In applying the multiple intelligences, the teacher can use puzzles (logic mathematical), word games (linguistic-verbal). Guided writing, although has loosened the teacher's control, but still offers a series of stimulators. The teacher plays videotape (visual-spatial) then the teacher asks the students to write a story just viewed on videotape (linguistic-verbal). Guided writing can also be presented by giving series of picture and the students are asked to write a story based on the series of picture (visual-spatial and linguistic verbal). Another activity of guided writing is given by arranging jumbled words or jumbled sentences and the students are asked to arrange the word into meaningful sentence and arrange the sentences into a good paragraph ( logical-mathematical).

. Free writing can be taught by observation ( visual-spatial ), reflection (intrapersonal), mind map ( visual-spatial )

## 3. Teaching Listening.

The type of oral language adapted from Nunan (1991) in Brown (2000) consists of monologue and dialogue. Monologue can be seen in speeches, lectures, reading, news broadcast and the like, the hearer cannot interrupt and the speeches will go on whether or not the hearer comprehend.

Teaching listening monologue can be taught by playing tape recorder ( linguistic-verbal ), playing music ( musical ), playing video ( visual-spatial ).

Dialogues involve two or more speakers and can be divided into interpersonal and transactional dialogues. Listening dialogue can be taught by playing video (visual-spatial), role play (interpersonal).

The type of listening performance in the classroom includes: 1) reactive 2) intensive, 3) responsive 4) selective 5) extensive, and 6) interactive. Among six types of listening performance, there two types usually applied in the classroom, responsive and interactive.

The students' task in responsive listening is to process the teacher talk immediately and to give appropriate reply. The listening performance that can include all five types is interactive listening. The activity of the students is participating in discussion, debate, conversation, role play and other pair of group work. This performance must be integrated with speaking.

#### 4. Teaching Speaking.

The types of classroom speaking performance include six types: 1) imitative, 2) intensive, 3) responsive, 4) transactional (dialogue), 5) interpersonal and 6) extensive (monologue).

Among those types, there are four types are usually performed in the classroom: responsive, transactional, interpersonal dialogue and extensive (monologue). The students' activity in responsive language is just to give short replies to teacher's or students' questions. In transactional dialogue, the main purpose is to convey specific information, an extended form of responsive language. The activity of the students is having conversation. In interpersonal dialogue, the main purpose is to maintain social relationships. The last one is extensive (monologue). The activity of the students is giving extended monologue in the form of oral report, summaries or short speeches.

Teaching speaking that involve multiple intelligences can be taught by role playing ( interpersonal ), speech ( verbal-linguistic ), playing video ( visual-spatial ), and song ( musical ).

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richard & Renandya, 2002). Beginner learners in fact still have limited English components especially vocabulary. Therefore, before they learn each skill, the teacher should build their vocabulary first.

Hunt and Beglar in Richard and Renandya (2002) discuss three approaches to vocabulary teaching and learning : incidental learning , explicit instruction, and independent strategi development.

Incidental learning is a product of doing other things such as reading and listening. Explicit instruction depends on identifying specific vocabulary-acquisition targets for learners. Independent strategy development means that learners have to be taught strategies for inferring words from context and retain the meaning of words they have encountered.

Building vocabulary before teaching a certain skill or integrated skills is better done for beginner. How does multiple intelligences work in teaching vocabulary? Teaching vocabulary can be taught by puzzles (logical-mathematical), word game/quiz (verbal-linguistic), picture (visual-spatial),

mind map (visual-spatial), song (musical), learning by heart (intrapersonal), and work group (interpersonal).

The most important thing in applying multiple intelligences in classroom is that the teachers must be creative to plan their teaching in line with the multiple intelligences that the students have.

## **CONCLUSION**

Based on the background of the study and the discussion, the writer can conclude as follows:

Students have different multiple intelligences

1. Teachers should know the individual differences of their students.
2. Teachers must be creative in teaching method to optimize each student's dominant intelligence.
3. The application of multiple intelligences strategies in the classroom make the students feel that their need are fulfilled.

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