

**THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES  
IN FIRST GRADE ENGLISH CLASS AT SMA MTA SURAKARTA  
IN THE ACADEMIC YEAR OF 2022/2023**

**THESIS**

Submitted as a Partial Requirement  
for the Undergraduate Degree in English Education



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## DEDICATION

*Alhamdulillahirabbil'alamin*, praise thanks to Allah SWT who has given all the blessing; I dedicated this thesis especially for :

1. My beloved family, my father Mr. Bambang Triyanto, S.E, my mother Mrs. Dewi Suprapti Ningsih, S.E, my sister Assyifa Titian Triwikrama, for the support and motivation.
2. My Beloved Almamater UIN Raden Mas Said Surakarta.

## MOTTO

*“So verily with hardship there is ease. Verily, with hardship there is relief. So, when you have finished (from a business), keep working hard (for other matters).*

*And only to your God do you hope.”*

(QS. Insyirah:5-8)

*“The purpose of education is to sharpen intelligence, strengthen will and refine feelings.”*

(Tan Malaka)

*“The pain of failure correlates to the height of expectation.”*

(James Clear)



## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "The Implementation Of Multiple Intelligences In First Grade English Class At SMA MTA Surakarta In The Academic Year Of 2022/2023" is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 17<sup>th</sup> May 2023

Stated by


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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 17<sup>th</sup> May 2023

The Researcher



Linggar Samukti Triwikrama

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## ABSTRACT

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This research is to describe students' multiple intelligences in first grade English class at SMA MTA Surakarta in the academic year of 2022/2023. This researcher do this research is because want to know how the transferring material that did by the teacher, is that good or not due to the Gardner theory. If it is not good it will be affect in the student interest to learning English. The objectives of this research are (1) To describe the process of implementing Multiple Intelligences according to Howard Gardner's in first grade English class at SMA MTA Surakarta in the academic year of 2022/2023. (2) To find out kinds of activities representing Howard Gardner's in teaching and learning process using Multiple Intelligences. (3) To find the problem faced by the teacher when implementing Multiple Intelligence from Howard Gardner's.

This research was conducted on 21<sup>st</sup> January 2023 until 25<sup>th</sup> March 2023 for the first grade English class at SMA MTA Surakarta in the Academic Year 2022/2023. The design of the research is descriptive qualitative research. The subjects of this research were the students of first grade. The data were collected from the observation and interview. The techniques of analyzing data were reduction the data, data analysis, presenting the data and drawing conclusion. This research used methodology triangulation.

The result showed that (1) The implementation of Multiple Intelligences started with some preparation. Teachers start preparation by doing some steps. First is recognizing students' intelligence. The result of the test used to determine the appropriate class for the student based on the clumps of intelligence. The next step of preparation is arranged a lesson planning. (2) Kinds of activities : sing a song, story learning through video and flash cards, drilling and arranging jumbled letters into a word, Cooperative groups. (3) Multiple Intellegent that found : Kinesthetic, Interpersonal, Musical, and Spatial-Visual.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Human beings were created by God as the highest creature. This is because humans have a mind that is not owned by other creatures (sense). Human intelligence affects human behavior itself. So that what is seen from a person's behavior can be seen to what extent the mind is used.

Intelligence according to the Kamus Besar Bahasa Indonesia (2008: 6) means clever or smart. In other words, reason is also an intelligence inherent in humans, where intelligence is one aspect that cannot be separated from humans. Every human being is created with various characteristics, one of which is intelligence. Intelligence has often been interpreted as the ability to understand something and the ability to argue, a smarter person is, the faster he or she understands a problem and the faster he or she takes steps to solve the problem (Mustaqim, 2004: 104).

According to John Santrock (2002:317) Intelligence is the ability to solve problems, adapt and learn from experience. Long before Howard Gardner discovered the concept of intelligence, intelligence was defined as the ability to think logically. Even in the past, to measure the level of intelligence a person could only use the Intelligences Quotient (IQ) test and could only be known through the results of the test in the form of numbers. In contrast to what has been mentioned above, Howard Gardner put forward

his theory that to know a person's intelligence is not only through an IQ test but can also be known through other skills.

In the present, someone who has a high IQ test result is considered an intelligent person. In fact, this has happened since long times ago when Albert Einstein still alive where he was highly respected because he had an IQ test result above the average person in general. Even today, education in Indonesia is still using the old way, many schools do not pay attention to the characteristics or abilities contained in each individual (student). Not a few educators in Indonesia who still view that the success of a student can be seen when they succeed in doing math or science test questions given by the teacher. Not only that, educators also still teach with boring methods without paying attention to the characteristics of the intelligence of each student.

This is what Howard Gardner, a psychologist from Harvard University, he argues, that intelligence can not only be measured through IQ tests, but can also be through other skills. Intelligence itself according to Gardner (2002:22), namely the ability to solve a problem that is being faced.

Gardner raises theories about multiple intelligences that are owned by every human being through his book entitled "Frames of mind" which was published around 1983. Multiple intelligences itself according to Gardner's understanding is solving problems in the form of new products from the surrounding environment.

These intelligences include Verbal-Linguistic Intelligence (language), namely the ability to use or process words effectively both orally and in



writing. Then, Logical-Mathematical Intelligence is the ability to handle numbers and calculations, patterns and calculations scientifically. Visual-Spatial Intelligence is the ability to understand the spatial world or imagine a better impression or image. Then, Musical Intelligence is the ability to develop, express and enjoy musical forms and sounds. Intrapersonal intelligence is the ability related to self-knowledge and the ability to act adaptively based on self-knowledge.

Then, naturalist intelligence, namely the ability to understand the natural environment well, can make other consequential distinctions in nature; the ability to understand and enjoy nature and use these abilities productively. Existential intelligence is the ability to answer the deepest questions of human existence. Kinesthetic intelligence is the ability to use the body or gestures to express ideas or feelings. In his book, Gardner introduces the theory of multiple intelligences through various kinds of creativity, achievement, expertise and an individual-centered education system.

Through formal and non-formal education. Children's intelligence is developed with the aim of build creativity and human thinking abilities that aim to facilitate human life. Such as socializing with the academic world and community life. Each individual has one of the advantages of the intelligence that Gardner has described above and that intelligence that will be used in everyday life to solve the problems faced, including problems in learning activities at school.

In accordance with what has been described above, as a teacher it is not possible to use only one form of intelligence in teaching because each student has their own intelligence advantages, for example, student A has visual-spatial intelligence and student B has intelligence. in terms of verbal-linguistic so that the teacher as a teacher is not possible to use Visual-Spatial intelligence to teach and ignore the advantages that student B has in Verbal-Linguistic intelligence. If this really happens, it will cause a very real knowledge gap between students, students A and B are small examples of the consequences of the teacher's misunderstanding of the needs of their students, therefore it is necessary to understand the multiple intelligences proposed by Gardner. in order to create a diversity of teaching methods so that teachers as teachers can meet the diverse ways of learning of students according to their respective intelligences and avoid knowledge gaps like what has been mentioned above, where teaching and learning activities are immediately abolished and replaced with online classes, the consequences will be very fatal if you only use one teaching method that has been described previously by Gardner, the result that will be caused is boredom experienced by students which will also affect the spirit of learning and the knowledge or knowledge that students will get.

Pre-observation was carried out twice by researchers due to changes in the learning process that occurred, namely from offline learning or so-called online teaching and learning activities to face-to-face teaching and learning activities at SMA MTA Surakarta.

The first pre-observation was carried out, namely at when the online learning process is carried out. The researcher found that teaching practices based on Gardner's theory of multiple intelligences had been implemented in English classes. During the second pre-observation carried out by researchers, namely during the face-to-face learning process. It was also found that the regularity of teaching methods in accordance with Gardner's theory of Multiple Intelligences as well as supporting equipment for the implementation of teaching practices based on Gardner's theory of Multiple intelligences. The researcher choose first grade because the researcher wants to know the difference when the students' from junior high school to senior high school.

One example is for teaching practice based on visual-spatial intelligence in teaching practice the teacher uses LCD media to display pictures, videos and film footage that is able to explain the material presented by the teacher. After displaying this, the teacher asks students questions about the material that has been presented previously or asks students to explain it in front of the class according to their understanding of the material that has been conveyed previously.

The teaching practice in accordance with the Multiple theory is carried out by the teacher with different methods at each meeting according to the eight kinds of intelligence according to Howard Gardner. The application of this teaching method by teachers is considered more effective in conveying material compared to other methods, this can be proven by the activeness of

the students in answering the questions given by the teacher and the class atmosphere that feels more alive in learning activities.

The teaching method based on Howard Gardner's theory of compound intelligence is still being implemented even in online English classes when the researcher do the first pre-observation, but with some adjustments with online learning method. The Internet has made online learning possible, and many educators and researchers are interested in online learning courses to enhance and improve the student learning outcomes while pacing the different challenges particularly in higher education institution. Moreover, there have also been increases in demand for online learning from students from all paces of life. Some of the most important ones are its effectiveness in educating students, its use as professional development, its cost-effectiveness to fight the rising cost of postsecondary education, postgraduate education and the possibility of providing a world-class education to anyone with a broadband connection. The need for online learning becomes essential to assist today's student's learning and educational trends.

This online learning uses a zoom application where this application can allow students and teachers to make mass video calls, without any limitations on the number of participants on one server. In the first week of online learning, the learning process did not apply the teaching method according to Howard Gardner. Learning tends to be more like a brief explanation followed by giving assignments at the end of the session without

a detailed explanation of the material being discussed and also without a question and answer session between the teacher and students. It was deemed not a good learning process, the teacher tried to apply a teaching method based on Howard Gardner's theory of intelligence in accordance with the method implemented to face-to-face learning, with some adjustments such as the use of more media to deliver material such as more diverse video viewing, the use of power point slides. which is increasingly colorful and the addition of images that are certainly more varied to avoid boredom which is feared to be experienced by students (Castro, 2021).

Not only with the visual-spatial method as previously explained, the teacher also uses other methods. Namely by listening to music, students are asked to listen to songs in English and answer questions and discuss the meaning or material related to the song, which of course is given by the teacher during the online class session.

Pre-observation was conducted to find out whether there was an application of Howard Gardner's teaching method at SMA MTA Surakarta in English subjects, especially in English classes organized by one of the English teachers at SMA MTA Surakarta. The diversity of ways of teaching according to Howard Gardner's theory of intelligence which was found by the first researcher was the theory of Verbal-linguistic intelligence. Where in the process the teacher conveys material from books or other sources with classical methods or only verbally without any other additional media, and when this intelligence theory is implemented at SMA MTA Surakarta



without being accompanied by other intelligence theories. Inconduciveness occurs where students often do not pay attention to the teacher because they are bored due to the lack of diversity of methods or theories of intelligence used by teachers, so teachers decide to apply other methods or theories of intelligence to facilitate the delivery of subject matter.

The method or theory of intelligence that was subsequently discovered by the researchers was Musical Intelligence where the teacher delivered material with music or song that was in accordance with the material to be conveyed in the hope of making it easier for students to understand the material presented by the teacher. Then, the next intelligence theory implemented by the English teacher at SMA MTA Surakarta which was found by the researcher was Visual-Spatial intelligence. Where the English teacher at SMA MTA Surakarta conveys learning materials using media in the form of pictures that match the learning materials that have been arranged in power point slides and videos, where the video can represent the material presented by the teacher in the hope that students do not get bored in learning activities and can facilitate the acceptance of material by students.

Based on the above findings, it can be concluded that SMA MTA Surakarta has implemented Howard Gardner's theory of multiple intelligences in the teaching-learning process for English subjects. Revealed by the researcher that this is the right action in the process of teaching English which is considered quite difficult by students. In fact, it is very easy

for students to lose concentration and feel bored when learning activities are carried out, especially if they only use one teaching method.

MTA Surakarta High School is a school founded by the Majelis Tafsir Al-Qur'an Foundation (MTA) based in Surakarta, present in order to provide knowledge and technology provision to their students so that they are able to compete in the global arena. This is in line with the school's vision, which is to encourage students to have excellence in academic and non-academic fields both locally and globally and is supported by the school's mission by equipping students with science and technology so they are able to recognize their own potential to improve superior performance.

Thus, SMA MTA Surakarta is one of the schools that can be said to want to improve the English language skills of its students to the maximum by not letting their students experience boredom when teaching and learning activities especially for English subjects and paying attention to students, namely facilitating teaching and learning activities with various learning methods based on Gardner's theory of multiple intelligences according to intelligence or learning methods according to the characteristics of their respective intelligences.

The researcher conducts this research on the basis of wanting to know how the application of Howard Gardner's theory of multiple intelligences when implemented in teaching and learning or what on SMA MTA Surakarta in the Academic year 2022/2023. Does it have a good process and

benefits, and what are the problem faced by the teacher when apply multiple intelligence on English learning process.

The similar researches had been conducted by Dewi Sulistiyowati, Joko Nurkamto, and Dewi Sri Wahyunia which was written in a journal in 2015 with the title "*The Implementation of Multiple Intelligences In English Language Teaching*", that the application of Howard Gardner's Multiple Intelligence concept in the face-to-face learning process has a positive impact which makes the learning atmosphere livelier, makes students more active in English learning activities and makes subject matter more easily accepted by students. Pipih Setiawati conducted in 2018 and written in a journal entitled "*The Implementation of Multiple Intelligences in Teaching Basic English to Children*", that the application of Howard Gardner's Intelligence Concept greatly helps teachers in language teaching and learning activities. Al-Qatawneh Sami Suleiman, Najeh Rajeh Alselhi, Mohd. Elmagzoub Eltahir, did the research entitle "*The representation of multiple intelligences in an intermediate Arabic-language textbook, and teachers' awareness of them in Jordanian schools*" in 2020 purposed to examine how the Theory of Multiple Intelligences was addressed in a seventh-grade Arabic-language textbook at the intermediate-level in Jordan and determine Arabic-language teachers' level of knowledge of implementing the Theory of Multiple Intelligences in textbooks. The study used the survey method and analytical descriptive approach via content analysis and coding MI indicators in the textbook to examine the

representation of MI in the textbook examined. All units of a seventh-grade Arabic-language textbook was used as a sample . A questionnaire was distributed to 130 Arabic-language teachers. The study includes eight of the Intelligences from Howard Gardner's Multiple Intelligences (MI) Theory.

The next, a research entitled "*Assessment of multiple intelligences in elementary school students in Mexico: An exploratory study*" by Trevino Irma Marcela Gonzalez, Georgina Mayela Nunez-Rocha, Jesus Marco Valencia-Hernandez, Arturo Arrona-Palacios in 2020. The objective of this study was to analyze the differences of MI between genders and the grades-in-school of Mexican elementary school children. The result is students' mean averages in the eight categories of MI were similar in both genders.

On this basis, the researcher decided to conduct research in the hope that there will be updates in the research so that it can be useful for the education community in Indonesia. The application of multiple intelligence nowadays may show different result. The researcher also wants to know is there any problem when teacher applies this multiple intelligence theory in English learning class nowadays.

For this reason, researcher is interested in conducting research with the title "*The Implementation of Multiple Intelligences in First Grade English Class at SMA MTA Surakarta in The Academic Year of 2022/2023*".

## **B. Identification of the Problem**

From the explanation above, several identification problems can be taken as follows:

1. The concept of multiple-intelligences is not fully implemented in the process of teaching and learning English classes, students will tend to feel bored quickly and the process of delivering knowledge will not be conveyed properly.
2. The English teacher does not comprehend how to implemented MI well
3. In the process of teaching and learning English classes teacher only uses some of type of intelligence concept, the learning process will tend to be not conducive because students are easily get bored
4. Teacher cannot apply all kinaesthetic intelligence because the limitations of the existing practice tools.

## **C. Limitation of the Problem**

Based on the background of the problem above, this research is limited to the problems that are studied here, namely teaching and learning Multiple Intelligences according to Howard Gardner's concept of intelligence in English learning subjects. So the limitation of the problem is The implementation concept of multiple intelligences Gardner's theory in learning English for First Grade Senior High School at SMA MTA Surakarta.



#### **D. Formulation of the Problem**

Based on the above background, the problem formulation of this research are:

1. How is the Process of Implementing Multiple Intelligences according to Howard Gardner's understanding in English subjects at SMA MTA Surakarta?
2. What kinds of activities representing the teaching and learning using multiple intelligence from Howard Gardner's?
3. What are the problem faced by the teacher when implementing Multiple Intelligence from Howard Gardner's?

#### **E. Objective of the Study**

This study is aimed to find out :

1. To describe the steps of implementing Multiple Intelligences according to Howard Gardner's understanding of online learning in English subjects at SMA MTA Surakarta.
2. To find kinds of activities represent the teaching and learning using multiple intelligence from Howard Gardner's.
3. To find the problem faced by the teacher when implementing Multiple Intelligence from Howard Gardner's

#### **F. Significance of the Study**

This research is expected to provide benefits to all parties, both theoretically and practically:

## 1. Theoretical Benefits

- a. Take into consideration to develop human resources, especially students who will become the successors of the Indonesian nation.
- b. Become a reference material for similar research in the future

## 2. Practical Benefits

### a. For students

it is a guide to develop their talents and ways of learning according to their potential intelligence, especially in English subjects.

### b. For teachers

as a stepping stone and source of information to facilitate the delivery of learning materials that will have a good impact on student achievement, especially in English subjects.

### c. For schools

it can be used as a reference material to add facilities and infrastructure that can support more application of the theory of multiple intelligences according to Howard Gardner in English subjects.

### d. For parents

it can increase attention to their sons and daughters in developing learning methods according to Howard Gardner's theory of

intelligence in accordance with the intelligence potential they have.

## **G. Definition of Key terms**

To get more understanding with the study, the researcher wants to give some definition of some terms that dealing with this study:

### 1. Teaching

Teaching is to show how to do something so that they will be able to do it themselves or to give somebody information about particular subject, to help somebody learn something, Hornby (1995:1225).

### 2. Learning

Learning is the process by which an activity originates or changed through training procedure. Therefore, it can be concluded that learning is a process whereby knowledge is created through the transformation of experience. The interaction of the experience and environment takes a role in developing the context of learning instruction (Hilgrad, 2001:25)

### 3. Multiple Intelligence

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

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

##### **1. Multiple Intelligences Concept**

###### **a. Definition of intelligence**

Intelligence is a gift given by God to his creatures, especially for humans. Humans have better intelligence than other creatures, for example, the intelligence possessed by humans can be used for various things such as survival, improving the quality of life and solving the problems they face very well, this is also influenced by the capacity of the human brain which is much larger than the human brain. Other creatures, we usually refer to this difference as reason for humans and instincts for other creatures (Holm-Hadulla, 2022).

The meaning of intelligence itself is actually very comprehensive, there are always developments and different views from various figures. As stated by Plato and Aristotle who combined various kinds of rational thought with forms of knowledge and called it an intelligence, Stenberg who linked intelligence with learning from experience and the ability to adapt to the environment, Piaget who said that intelligence is what we use when we know what we must do and Howard Gardner who calls intelligence as the ability to solve or create something of value for a particular culture by

working, in order to develop its potential and change its life for the better. (Effendi, 2005: 81).

According to David Wechsler in (Edwards,1994), intelligence is the ability to act purposefully and think rationally, and deal effectively, or it can be concluded that intelligence is a mental ability that involves the process of thinking rationally. Therefore, intelligence cannot be observed directly, but must be inferred from various real actions which are manifestations of rational thinking.

Then intelligent is the way how people think, plan and find the solution from a problem their faced by implementing the knowledge they have been know before. Everyone will find their own way to solve their problem based on how they think rationally and logically to a problem.

b. Multiple Intelligences theory

Multiple Intelligences is the name of a concept of intelligence created by Howard Gardner. Although the concept of intelligence was created around 1970, it was only in 1983 that multiple intelligences were introduced to the public through his book entitled Frames of Mind. On his book, Gardner says that "intelligence is the ability to find and solve problems and create products of values is one's culture". Gardner also explained that a person's intelligence can not only be measured from standard psychological tests, but can be seen through a person's habits in two ways, namely the habit of

solving problems (problem solving) independently and creativity to create products that have cultural values.

Multiple Intelligence Theory represents the pluralist appearance of intelligence domains and the diversity of ways of expressing the skillfulness and skills of the individual within the scope of their own culture (Iyitoglu & Aydin, 2015). According to Hopper and Hurry (2000), the theory of multiple intelligences could be adopted as an educational approach for many reasons. According to them, the multiple intelligence theory:

1. Ensures the development of consciousness in line with the learning processes of students;
2. Individualizes the learning process for every student; and
3. Provides for active learning.

The leader of Harvard University's Project Zero (a research and education centre develops ways of learning, thinking and activity in a field) explains again that there is a change in the meaning of intelligence from previous understanding. That intelligence, which was originally the realm of psychology, has developed into the realm of education, and has even reached the professional realm or we can call it the world of work. There are three basic paradigms that Gardner changes in this regard, namely (Chatib, 2013:70 ):

- 1) Intelligence is not limited to formal tests

A person's intelligence cannot be limited by indicators in formal tests. Because after researching a person's intelligence is not static but dynamic where a formal test conducted at that time, will only assess a person's intelligence at that time, not forever. In fact, according to Gardner, a person's intelligence is dynamic which can continue to develop over time with the factors that influence it. So Gardner considers the test to be ineffective for assessing a person's intelligence, and in the end this is what Gardner is trying to change.

What was mentioned by Gardner, he was also supported by an expert named Valentine Dmitriev, in his book entitled Smart baby, Clever Child, he stated that there are two factors in the development of the human brain that cause differences in the level of intelligence of a human being with another human being. The two factors include heredity and environmental factors, where environmental factors have more influence on the growth and development of one's intelligence than heredity because environmental factors are very likely to be optimized in increasing the development of a human's intelligence.

Valentine's argue is in line with Gardner's argue that a person's intelligence can only be observed with the habit of solving problems, if in the Valentine version environmental factors, and cannot go through psychological tests that are

carried out on the spot or in Valentine's version, it is a hereditary factor, in other words, human intelligence has not developed yet, will not be relevant if tested with psychological tests or what we often call IQ tests.

## 2) Intelligence is multidimensional

A person's intelligence can be seen from several dimensions, not only through one dimension or one intelligence. Gardner cleverly labels "Multiple" in the breadth of intelligence. Gardner seems to have deliberately left no particular label on the meaning of intelligence, as other theorists of intelligence have done. For example, Alfred Binnet with Intelligence Quotient, Emotional Quotient by Daniel Goleman, and Adversity Quotient by Paul Scholtz. Gardner is aware that using the term "Multiple" allows the realm of intelligence that was initiated by him to still develop widely, this is evidenced by the development of the realm of intelligence that was discovered by Gardner, starting from 6 intelligences when the theory of Multiple Intelligences intelligence was first raised to 9 types of intelligence.

## 3) Intelligence is a process of Discovering Ability

Multiple Intelligences has a discovering ability method. This method believes that everyone has a certain type of intelligence tendency, if what is found is a weakness in a person in the application of a type of intelligence then that type of



intelligence must be replaced with another type of intelligence that is appropriate in that person. Multiple Intelligences suggests that we promote one's abilities or strengths and bury one's inadequacies or weaknesses. To find the intelligence that matches one's personality, they must be assisted by the environment, parents, teachers, schools or the education system implemented in a country. The conclusion is that if the environmental conditions are conducive and in harmony with a person's intellectual tendencies, then that person will quickly find the best final condition for himself caused by the environmental conditions that support him. On the other hand, if the environmental conditions are not supportive, the person will never emerge as a person who is able to provide "benefit" for the environment and the wider community.

## **2. Kinds of Multiple Intelligences**

Initially, Howard Gardner compiled seven intelligences possessed by humans in his book, *Frames of mind* (1983), namely linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, bodily/kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. In his book *Intelligences Reframed* (2000), he adds another intelligence, namely natural intelligence. However, in fact human intelligence is not limited to the

eight intelligences that Gardner has mentioned above. Gardner's theory of intelligence is still likely to continue to evolve so the discussion about intelligence will always be interesting.

The following are 8 types of intelligence that were coined by Howard Gardner:

a) Linguistic intelligence (Language)

Linguistic intelligence can be explained as an ability or capacity to use language to convey thoughts and understand the words of others, both orally and in writing.

Linguistic intelligence manifests itself in words, both spoken and written. People or students who have this intelligence usually also have very high auditory skills (related to hearing), and they tend to learn through hearing. They like to read, write and speak and chat using words. Students or people who have this intelligence will be more likely to easily understand an explanation or explanation from other people verbally than in other ways.

b) Logical-Mathematical Intelligence

Gardner in his book entitled multiple intelligences (theory in practice) describes that there are two facts about logical-mathematical intelligence. First, in people who have a tendency to this intelligence, they have a very fast problem solving

process. Both solutions to a problem have been thought out or arranged perfectly before being expressed (Gardner, 2013: 44).

People or students with a high level of mathematical intelligence tend to have the ability to easily analyse and learn the causes of things. This kind of person or student tends to like counting activities and has a very good speed in solving mathematical problems. If they do not understand the problem, they will actively ask questions to find answers to what they do not understand. They also really like various games that have a way of playing by involving active thinking activities such as chess, playing games and puzzles.

From the description above, it can be concluded that logical-mathematical intelligence is intelligence where a person is required to operate a number quickly and precisely, calculate very complicated numbers, be able to analyse the cause and effect of something happening and be able to formulate existing problems so that someone who has logical mathematical intelligence will be able to think in accordance with things that are rational.

c) Visual – Spatial Intelligence

Visual-spatial intelligence includes a person's ability to imagine, visually present ideas, and orient objects quickly and precisely. Gardner (1993: 173) says that “spatial intelligence are

the capacities to perceive the visual world accurately, to perform transformations and modifications upon one's initial perceptions, and to be able to re-create aspects of one's visual experience, even in the absence of relevant physical stimuli." Or it can be concluded that visual-spatial intelligence is the ability to imagine and present shapes and spatial plans.

Visual-spatial intelligence is the ability to think through images that are able to absorb, change and recreate various forms in visual form. Lohman (1993: 13) explains that visual spatial ability can be defined as the ability to produce, store, retrieve and change well-structured visual images. In addition, McGee (1979: 909) adds that spatial intelligence is the ability to change, rotate, fold and flip the visual images that are in the mind.

Amstrong (2009: 6) explains that spatial intelligence is the ability to understand the visual-spatial world accurately and transform that perception. Spatial intelligence involves sensitivity to colour, outline, space, and the relationships involved in these elements.

Based on some of the information above, the researcher can conclude that spatial intelligence is the ability of a person to visualize an object in great detail. In addition, there is also the ability to change (manipulate) the shape of the image, see objects from a variety of different points of view.

The characteristics of students or someone who has visual-spatial intelligence are as follows:

- (1) Have a clear picture when doing something.
- (2) It is easy to understand something that includes images or visual-spatial elements in it.
- (3) Really enjoys visual activities such as watching videos, playing crosswords and so on.

Visual-spatial intelligence itself can be improved by providing training materials that include visual-spatial elements in it. Such as pictures, videos, and others so that they can foster the imagination of a person or student which will make it easier for him to solve the problems he faces.

d) Musical intelligence

Howard Gardner defines musical intelligence as the ability to develop, express and enjoy forms and sounds, such as sensitivity to rhythm, melody and intonation, the ability to play musical instruments, the ability to sing and create songs, music and songs.

According to Gardner, in order to be said to stand out or have a tendency to musical intelligence, a person or student must have good auditory abilities. Auditory ability not only makes a person or student able to hear and compose music but is able to

remember musical experiences as well. Gardner also explains that, "musical ability is related to the memory of the sound that a person hears, the percentage of sounds heard by a person will enter his subconscious and become a major part of his memory. So it can be concluded that if a teacher or instructor uses the concept of musical intelligence in a subject, students who have a tendency or stand out in this intelligence will be seen more easily grasping the material presented. In accordance with the previous explanation that a certain percentage of sound memory will enter his subconscious and become the subject of his memory, which means that when the teacher or teaching conveys material using a method that refers to the concept of musical intelligence, students with this intelligence tendency will also find it easier to remember each material related to the music.

e) Bodily-Kinesthetic Intelligence

Kinesthetic intelligence is physical intelligence, where this intelligence includes talent in controlling body movements and skills in handling objects. People or students with kinaesthetic intelligence also have the ability to control the whole body to express ideas and feelings, hand skills to create a physical ability.

People or students who have this type of intelligence process information through the sensations they feel in their

bodies. They don't like to stay still and want to move on, doing things with their hands or feet. They are very good in their physical skills using both small and large muscles, they are very fond of various physical activities and are very happy to do various sports. They are more comfortable communicating information by demonstration or modelling. Therefore, students or people with this intelligence will more easily understand or convey information about the dissertation with movements, for example, students who have this intelligence will tend to be more prominent when the practicum learning process is carried out.

f) Intrapersonal Intelligence

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

g) Naturalistic Intelligence

A naturalist demonstrates expertise in the recognition and classification of the numerous species (the flora and fauna) of an individual environment. This also includes sensitivity to other natural phenomena and, in case of those growing up in an urban

environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers.

h) Existential Intelligence

Gardner points out that his model is a tentative formulation; after further research and investigation, some of the intelligence on his list may not meet certain of the eight criteria described above and therefore may no longer qualify as intelligence. Thus, Gardner's consideration of a ninth intelligence – the existential-is also based upon its meeting most of the criteria (Armstrong , 2009).

### **3. Teaching and Learning**

Teaching and learning is the process that cannot be separated. It's the crucial process on education. The understood of teaching learning concepts can be important indicator to make successful of language teaching and learning process. The explanation about teaching and learning by expert will show in the bellow.

Brown (2000:7) state that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In other hand, teaching is to show somebody how to do something so that they will be able to do it themselves or to give somebody information about particular subject, to help somebody learn something, then revised his definition of teaching stating that teaching



deals with guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching, it is teacher's duty to help students acquire the knowledge or skill by guiding and facilitating their learning, preparing the materials and creating a good atmosphere for learning so that the effectiveness of teaching and learning process can be achieved.

Teacher has obligation to help the students acquire the knowledge or skill by guiding and facilitating their learning, prepare the materials and make good atmosphere to make the teaching and learning process be success.

In addition, Stern (1983:21) defines teaching, more specifically language teaching, as the activities which are intended to bring about language learning. It indicates that teaching always goes hand in hand with learning. Further, he explain that language teaching cannot be merely interpreted as instructing a language class. Language teaching not only involves formal instructions or methods of training but also individualized instruction, self-study, computerassisted instruction, and the use of media. Likewise, the supporting activities, such as the preparation of teaching materials, teaching grammar, or dictionaries as well as making the necessary administrative provision inside or outside an educational system belong to the concept of teaching.

All the activities that intended to help, facilitate and guide learners as well as enable learners to learn are include in teaching. Hornby

(1995:671) state that learning is to gain knowledge or skill by study, experience or being taught, and learn about something to become aware of something through information or observation, thus learning is knowledge obtained by study. Slameto (2003:2) in Maonde et al (2015:143, vol 3) learning is a kind of effort done by someone to get whole behavior changes, as a result of his/her experiences during his/her interaction to the environment. The language plays an important role in the teaching and learning process. Not only language, teacher will use act or perform other ways to help the students understand what the teacher's intention to them based on the context of situation. It means the ability to understand pragmatics is needed.

Teaching is described as telling or showing someone how to do something, giving instructions or lesson in a subject to students and causing to learn or understand (Babbage et al, 1999:24). The teacher is a combination of an importer of knowledge and a facilitator of learning. The role of the teacher is to teach a child to learn by creating curiosity so that she may continue that learning process for as long she lives. All pupils need to be given an opportunity to enrich their lives.

Whereas, learning is a search in contemporary dictionaries reveals that learning deals with "acquiring or obtaining knowledge of a subject or a subject or a skill by study, experience, or instruction".

Teaching and learning go together, one cannot succeed without the support and success of others. Teaching is cause and learning is an effect.

The teaching learning process is defined as an instructional process through an organization and direct instruction of the teacher, learner, and material in the classroom. The teaching learning process is an act of taking and giving process among students and teacher. In short, teaching learning process is a social interaction between teacher and students which takes place in a classroom.

#### **4. Teaching and Learning in Curriculum Merdeka *Belajar-Kampus Merdeka***

Teaching and learning is the process that cannot be separated. It's the crucial process on education. The understood of teaching learning concepts can be important indicator to make successful of language teaching and learning process.

According to Bahri (2010:111), the implementation of learning is an activity that is educative. The interaction between the teacher and the students is educational value. Interactions that are educative because the implementation of learning is directed to achieve certain objectives that have been formulated before the implementation of learning begins. The teachers' role as the controller, so that the interaction within teaching learning process with the students as well as learning materials as an intermediary can work effectively and efficiently.

The system of learning has recently become a primary concern in Indonesia to improve student's competence including both soft and hard skills so that they will be better prepared (Sudaryanto, Widayati, & Amalia, 2020). At the same time, the government needs to tidy up the overlapping bureaucratic system, thus designing an innovative program of Merdeka Belajar-Kampus Merdeka (hereafter, MBKM). This "Freedom to Learn-Independent Campus" program is aimed to grant campus autonomy through several liberating policies for higher education. One of the key regulations is to provide right for students to take courses outside of their study program. Even though the mandate is not mandatory, it has been the most highlighted due to its direct impact on undergraduates.

In today's curriculum development in Indonesia context, MBKM is one of the most essential curriculum goals at higher education level (Rahmattullah & Syamsu, 2021). For this ground, many scholars have attempted to analyse the implementation and application of the MBKM program in the higher tier of educational environment. For instance, Sudaryanto et al. (2020) probed into the relationship between the concept of the Freedom to Learn-Independent Campus and the knowledge field of Indonesian language and literature education.

## **5. The Steps of Implementing Multiple Intelligences into Lesson Plans**

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

a. Focus on a specific objective or topic

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

b. Ask key multiple intelligences questions

Create some kinds of questions to ask when developing a curriculum for a specific objective or topic which can help prime the creative pump for the next steps such as to improve verbal intelligent, used question 'How can I use spoken or written word?' for intelligent, use question 'how can I engage students in peer sharing, cooperative-learning or large-group communication?' and many more. These questions will help to create method to apply multiple intelligent in teaching learning process.

- c. Consider the possibilities

After making key multiple intelligence question, make the list of multiple intelligences techniques and materials and descriptions of specific strategies.

- d. Brainstorm

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

- e. Select appropriate activities

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

- f. Set up a sequential plan

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

## **6. The Implementation of the plan**

Gather the materials needed, select an appropriate time frame, and then carry out the lesson plan. After the lesson session, collecting feedback from students with classroom observation, interview and documentation at least 24 hours for 1 week with the teaching teacher. Modify the lesson as needed to incorporate changes that occur during implementation (based on feedback from students) Reinforced by the expert explanation, researcher designed multiple intelligences-based instructions for academic and occupational purposes that adapted by

Armstrong (2009) through five intelligences frame work (linguistic frame, visual-spatial frame, bodily-kinesthetic frame, interpersonal frame and intrapersonal frame) from nine intelligences (except: logical-mathematic frame, naturalist frame, musical rhythmic frame and existential frame) in teaching speaking, considered by the students' need.

## **7. Teachers' Problem in Teaching**

There are two definitions of problem stated by Haling (2006:78). *First*, condition differs from others with its own indications and *second* the indication is failure in doing something. They are related to barrier in teaching learning process. From this explanation, it can be summarized that problem is a situation or condition which makes an activity goes unwanted and need to be solve.

In other hand, Hamalik (2014:14) explained that teaching problem have two dimensions, such as component dimension and interaction among components. The components refers to learning processes, goals, teacher, teaching plan, teaching media, learning strategies, and teaching evaluation. The interaction among components means whether the components are synergic, dynamic, synergic or dynamic. Example problem relates to interaction process is the teachers' explanation is unclear, inappropriate media, inactive students, students are afraid to ask, students lack of vocabulary and inaccurate evaluation. Every teacher has different obstacle in teaching learning process such as about the teaching

are material, method and media that influenced by many actors and condition.

## **B. Previous Study**

To conduct this research, some related studies had been taken into compare this research with the other researches. Some of the related researches explained bellow.

The first, a research had been conducted by Sulistiyowati Dewi, Joko Nurkamto, and Dewi Sri Wahyunia which has written in a journal in 2015 with the title *"The Implementation of Multiple Intelligences In English Language Teaching"*, that the application of Howard Gardner's Multiple Intelligence concept in the face-to-face learning process has a positive impact which makes the learning atmosphere livelier, makes students more active in English learning activities and makes subject matter more easily accepted by students. The research focus on the same topic about the application of multiple intelligent by Howard Gardner in English language teaching. The difference can be seen on the context, the previous study analyze the application on face-to-face class, but on this research, the researcher wants to analyze how's the teacher apply multiple intelligent theory nowadays.

Pipih Setiawati conducted in 2018 and written in a journal entitled *"The Implementation of Multiple Intelligences in Teaching Basic English to Children"*, that the application of Howard Gardner's Intelligence Concept



greatly helps teachers in language teaching and learning activities. This research conducted by library and internet research. Its difference with the researcher study who wants to apply it on English learning process, but this study has same focus about the implementation of Multiple Intelligent theory by Gardner Howards works in English Teaching learning process.

The third research did by Al-Qatawneh Sami Suleiman, Najeh Rajeh Alselhi, Mohd. Elmagzoub Eltahir, did the research entitle “*The representation of multiple intelligences in an intermediate Arabic-language textbook, and teachers’ awareness of them in Jordanian schools*” in 2021 purposed to examine how the Theory of Multiple Intelligences was addressed in a seventh-grade Arabic-language textbook at the intermediate-level in Jordan and determine Arabic-language teachers' level of knowledge of implementing the Theory of Multiple Intelligences in textbooks. The study used the survey method and analytical descriptive approach via content analysis and coding MI indicators in the textbook to examine the representation of MI in the textbook examined. All units of a seventh-grade Arabic-language textbook was used as a sample . A questionnaire was distributed to 130 Arabic-language teachers. The study includes eight of the Intelligences from Howard Gardner's Multiple Intelligences (MI) Theory. The analysis found that the intelligences represented in the texts, activities, and exercises of the Arabic-language textbook were mostly Verbal/Linguistic, Visual/Spatial and Interpersonal intelligences, with a combined percentage of 73%. The other 27% was shared between the other

intelligence types: Intrapersonal, Naturalist, Logical/Mathematical, Bodily/Kinesthetic, and Musical intelligence. Howard Gardner's theory still be the main theory that discussed both by this research and the researcher's research, the difference can be seen on the subject. The previous study analyze the method that conveyed on Arabic-English textbook for seventh grade students, meanwhile the researcher will analyze how's teacher's way implementing Multiple intelligent theory in Online learning.

And then, a research entitled "*Assessment of multiple intelligences in elementary school students in Mexico: An exploratory study*" by Trevino Irma Marcela Gonzalez, Georgina Mayela Nunez-Rocha, Jesus Marco Valencia-Hernandez, Arturo Arrona-Palacios in 2020. The objective of this study was to analyze the differences of MI between genders and the grades-in-school of Mexican elementary school children. In an effort to investigate the differences of MI in elementary school children in Mexico, self-administered questionnaire is given to 161 Mexican students. The result is students' mean averages in the eight categories of MI were similar in both genders; in fact, the only significant differences in gender were found in intrapersonal intelligence (males reporting higher intrapersonal differences than females). No other significant differences in MI were found, nor were there interaction effects between gender and the grade in school. The similarity of the study is the use of Multiple Intelligent theory by Howard Garners in English teaching process, but different in the subject. The last study focused on the how is the application of multiple intelligent for

elementary students works for male and female students. The researcher focuses on the application of multiple intelligent for senior high school students in online class.

According this previous study, the researcher decides to conduct research in the hope that there will be updates in the research, in case this pandemic situation still happens in all over the world especially in Indonesia, so that it can be useful for the education community in Indonesia.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, researcher will explain how is the steps to get the data and how to analyzed the data. This chapter consists several sub headings include research of the research design, subject of the research, data sources, technique of collecting data, research instrument, and trustworthiness.

#### **A. Research Design**

The researcher will conduct the descriptive qualitative method. In descriptive research, a researcher is exploring, and describing, with the purpose to explain and predict phenomena based on the data acquired in the field. According to Sukardi (2013) Descriptive research is only trying to draw clearly and sequentially towards the questions of research which had been determined before the researcher come to the field.

The qualitative research method is the research method which based on post positivism filsafat, used to research in object condition is naturally (in the opposite is an experiment) which the researcher is key of the instrument (Sugiyono, 2009).

The researcher concludes that descriptive research is designed to give information and clear illustration of social situations with the objective of descriptive research. In this case, the point of descriptive research is to

collect and accumulate the basic data in a descriptive way or its intent to make a description of the problem of English teaching and learning.



Figure 1 Table of Process

## **B. Research Settings**

This research conducted at SMA MTA Surakarta because this school is Islamic school with “A” accreditation, one of favorite Islamic schools in Surakarta, the researcher also chooses classes and teachers that implemented Multiple intelligence in teaching learning process during this pandemic situation.

The time of the research conducted in the 21<sup>st</sup> March 2023 until 25<sup>th</sup> March 2023. The time was chosen by the researcher because the time was considered by the researcher to be the right time to carry out the research and at that time the students were still active in learning activities and easily coordinated by the teacher.

## **C. Subject of the Research**

The subject of this research is English teachers of SMA MTA Surakarta. In the context of the present study the subject is the first Grade of SMA MTA Surakarta. There are four english teachers at SMA MTA

Surakarta but researcher chooses only one teacher because just one teacher that teach English for the first Grade. There are 10 Classes on the first Grade the Teacher her Name is Mrs Khoirin Niswati or usually called Mrs Khoir.

#### **D. Technique of Collecting Data**

The researcher used classroom observation, interview, and documentation, as the instruments of collecting data. According Lincoln and Guba (Subroto, 1992) stated that human is the best instrument for qualitative research. It means that researcher is main instrument in this research. The completely explanation of the instruments of collecting data as follows:

##### **1. Classroom Observation**

The researcher observe the teaching and learning process which relates to Multiple Intelligence in teaching learning process. The observer directly observe the classrooms six time and take notes on the relevant events while teaching learning process is going on. Before the researcher did the research, the researcher did pre observation on 1<sup>st</sup> until 7<sup>th</sup> January 2021 to make sure the subject that would be observed.

##### **2. Interview**

This technique used to get the data relate to the teachers' and students' behaviours while and after the actions implement. It also cover problems find in the teaching and learning process. The researcher interview with teachers and students to get the data relate to their

perspectives before, during, and after implementing the actions. The question of the interview for teachers were as follow:

No	Question
1	What do you understand about the concept of multiple intelligences in learning?
2	What was the education method for SMA MTA Surakarta before implementing Multiple Intelligences?
3	What is the background of SMA MTA Surakarta implementing Multiple Intelligences?
4	Is there a formal basis (authorization from the government) for the recognition of multiple intelligences in SMA MTA Surakarta?
5	How is the planning of learning English based on multiple intelligences?
6	How is multiple intelligences implemented in the implementation stage of learning English?
7	What form of learning evaluation did Mr/Mrs carry out?
8	The learning that Mr/Mrs carries out puts more emphasis on mastery of material or mastery of English skills?

9	What is the condition of the class during learning?
10	How is student participation during learning?
11	What are the problem/obstacles of implementing multiple intelligences in learning English?
12	What are the efforts have been made to overcome these problem/obstacles?
13	What are the advantages and disadvantages of the concept of multiple intelligences and its application in English subject according to Mr/Mrs view?

### 3. Documentation

This research do documentation by taking the document/ data that is support research. The data includes the names of the teachers as subject resarch and data on the value of repetitive subjects taken from the list values as well as photograph of activities. According Ary et. al (2010:442) documents refer of a widerange of written, physical, and visual materials, including what other authors may term artifacts. The research instrument is camera, camera use to show the reality in the process get data by using photograph/videograph during the teaching and learning process.



## **E. Data & Data Source**

### **1. Data**

Data means the materials which are used by the researcher. The main data in qualitative research is words and action, the rest is additional data such as documents and others (Lofland in Moelong, 2017: 157).

The data of this research are the descriptions of how English teachers in SMA MTA Surakarta apply multiple intelligent theory in online teaching learning process . The data taken from Mrs Khoir that Teach English teachers who apply multiple intelligent theory in First grade class.

### **2. Source of Data**

The source of data is the subject where the data can be gained in detail. According Arikunto (2012:162) In a research, the source of data explains the subject from which the data are obtained. Meanwhile the data themselves may appear in the form of discourse, sentence, clauses, phrases or words which can be obtained from magazines, newspapers, books, and etc. (Subroto, 1992).

#### **a. Observation**

The researcher did observation in the classes to get the data how teachers apply multiple intelligence in teaching learning

process. The observation conduct from Mrs Khoir That Teach in all First Grade Class.

This research was conducted at the first grade of SMA MTA Surakarta in the academic year 2022/2023, below is the schedule of the research:

No	Activities	Month											
		January 2021			February 2021 - 2023			March 2023					
1	Preresearch	■											
2	• Observation		■	■									
	• Interview				■								
3	Research												■
4	First Observation												■
5	Second Observation												■
6	Third Observation												■
7	Fourth Observation												■
8	Interview with Teacher												■
9	Interview with Student												■

b. Interview

The source of the data also taken from the interview with teachers to find out what kind of problem teacher faced in implementing teaching learning process using theory of multiple intelligent.

## **F. Research Instrument**

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

There are many methods to collect data, in this research the researcher use observation checklist, field notes, and interview guideline:

### **1. Observation**

#### **a. Observation checklist**

The researcher follow the teaching learning activities in the classroom and is the primary way of capturing the data that is collected from observation. The researcer use observation checklist in

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

#### b. Field Note

Notes will be made when in the field during or after interview, observation be used to make conclusion easily. In order to make it easier for research to remember and re-uderstand the subject that will be studied so that it can be used as avidence in a study. The researcher follow the teachers observation, interview to get the primary way of capturing the data.

## 2. Interview

### Interview guideline

Essentially, interview guideline is a kind of method in collecting data which requires direct communication between the researcher with

the subject or respondent. In addition interview with teachers hold to know how the implemented Multiple Intelligence in classroom.

## **G. Data Analysis**

Technique of data analysis comes from the interpretation of the data collection. The researcher got the data from observing the teaching learning process, and the result of the interview. There are three main point of qualitative data analysis. According to Miles and Hubberman (1990:10-11) they are data reduction, data display and conclusion drawing and verification. The data analysis in the research was done in the following:

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstract, and transforming the data that appear in written up filed notes or transcriptions". It has mean the data reduction process are varied from several ways, such as through selection, summary, or paraphrase and being subsume in larger pattern. After collecting the data, it be continued by selecting simplifying the data of the multiple intelligence used by the teacher.

### **2. Data Display**

After collect and reduce the data, the researcher display organize, compress and assemble information based on MI theory by Howard. The activities in this stage are: making summary, descriptively

and systematically in order to know about the central idea easily and interpreted them critically.

### 3. Drawing and Verifying Conclusion

After display the data, the researcher would able to interpret and reaches conclusion and verification. The next step is describing and interpreting the data so that the data conclusion and verifications of the used types multiples intelligence theory by Howards, then the possible conclusion can be noted and need to verify.

## **H. Trustworthiness**

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

- a. Data triangulation: involves time, space, and persons
- b. Investigator triangulation: involves multiple researchers in an investigation.

- c. Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.
- d. Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

In addition, triangulation can be achieved through redundancy of data gathering and procedural challenges to explanation. So triangulation means finding the best for eliminate the differences in construction of reality that is in the context of a study when collecting data on various events. In this research, the researcher use methodological triangulation, the researcher compares the results of observation and interview.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

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

#### **A. Research Finding**

##### **1. The Implementing of Multiple Intelligences in First Grade English Class at SMA MTA Surakarta**

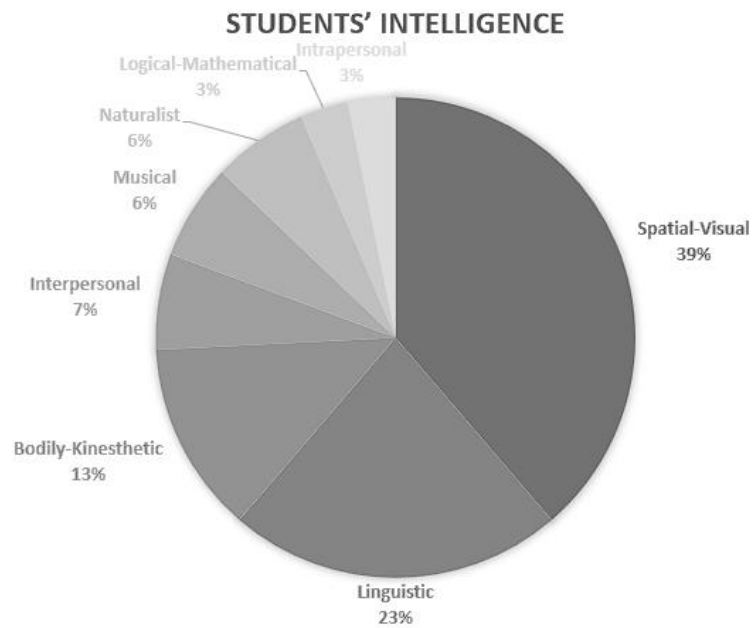
Implementing multiple intelligences in English learning, at SMA MTA Surakarta has some steps that must be done. In detail, the implementation of English learning at SMA MTA Surakarta describes as follows:

1. Preparation of teaching and learning process based on Multiple Intelligences
  - a. Recognizing students' intelligence

The intelligence of each student were recognized by using a test and interview. The test was prepared by the next edu "Discovering Human's Multiple Intelligences" Surabaya. Documentation of the results also carried by researchers as an amplifier.



The results used as a reference to determine the appropriate class with a clump of intelligence. There are two classes in 1st grade of SMA MTA Surakarta. The researcher took one class only for the data. The class was Mrs Khoir with a clump of spatial-visual intelligence, Kinaesthetic, interpersonal and linguistic intelligence. The result of the test shows in a table as follows:



**Figure 1.** Students' intelligence

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

After grouping students based on the intelligence. Observations were made twice related to the application of multiple intelligence that had previously been carried out.

The results of first observations on 21<sup>st</sup> March 2023 from X.1 Putra it was found that the application of Multiple Intelligence carried out by teachers was Audio Linguistic and Bodily Kinesthetic. This can be seen in the learning practice carried out by teachers and students, namely the teacher gives lessons about narrative text, the teacher asks students to discuss first a story that has been determined by the teacher before, namely "Little red Redding hood", after finishing the discussion students are asked to retell it in their own language and practice the movements in the story. The reason why the teacher delivers material uses this why is due the Merdeka curriculum that sues the students to be more active then the teacher that reason is got by the researcher when got a small conversation with Mrs Khoir after Class. The second observation For class conditions, facilities in class X.1 are quite adequate such as speakers and LCD projectors that support the teaching process and in terms of students, the learning process in this class is quite conducive, this can be seen from students who pay attention to their friends who are presenting the results of their discussions in front of the class,

they also actively ask, because indeed here the teacher applies a rule that every student must pray so that they will get added value and will get a reduction if crowded. However, the teacher still reprimanded students who were caught crowded several times or talked to their tablemate.

The results of first observations on 21<sup>st</sup> March 2023 from X.7 Putri It was found that the application of Multiple Intelligence carried out by the teacher was Audio Linguistic and Bodily Kinesthetic because the material taught was still the same, namely about narrative and what the teacher asked was still the same, namely discussion and presentation. The second observation for classroom conditions, more conducive than in the first class or we can said boy class, its proven in the interview with Mrs Khoir as the teacher due to question number ten, “How is student participation during the class?” and Mr Khoir answer “if I can be honest I find it easier to control the girls' class than the boys' class, it's easier to save energy in the girls' class than the boys' class” so that’s why the teacher is more able to control the class even though in reality there are still some students who are a little bit crowded. Because classes tend to be conducive, the course of class learning also tends to be livelier than the previous class. Although over time students seem to feel bored because they

hear the same story repeatedly and end up chatting on their own.

The results of first observations on 23<sup>rd</sup> March 2023 from X.2 Putra the researcher only found one type of multiple intelligence, namely verbal linguistic. During the two-hour lesson the teacher only explained what recount text is and how it is example, and then asked students to try to make a recount text and read it individually. The second observation for classroom conditions at that time it can be said to be less conducive, some students tend to chat and do not pay attention to the teacher when explaining. Although there is also careful attention and when asked to try to make and practice or read it individually, students who do not pay attention will ask students who pay attention to tell them how to make the text recoil or even look at and slightly imitate the work of the friend.

The results of first observations on 23<sup>rd</sup> March 2023 from X.6 Putri the researcher only found one type of multiple intelligence, namely verbal linguistic where in this class the materials that taught has also changed to recount text. The second observation for class conditions at the time of time, it is almost the same as the previous class, which is less conducive. Students more likely to only occasionally pay attention when

the teacher explains, prefer to chat and do other things, its also proven when the researcher had a interview with student due to question number six that is “Do you like the way the English teacher teaches?” and almost of most of them have a same answer “Actually, I'm like it, but mybe in the future, it can be more varied, because we live in a dorm, so yes, so we get bored easily because the environment is like that, so in the future, it can be more varied”. Thtat answer showed why almost student from the classes that had observ by the researcher easily get borred.

b. Arranging a Lesson Planning

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

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

- 1) Subject matter
- 2) KI, KD
- 3) Indicator
- 4) Learning aim

- 5) Learning material
- 6) Learning methods and approach
- 7) Alpha zone
- 8) Apperception
- 9) Activity
- 10) Teaching Aids
- 11) Assessment

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

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

## 2. Learning Activity Based on Multiple Intelligence Approach

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

### a. Opening Activity

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

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

best. Ice breaking is done by singing a song related to the material and apperception conducted by asking the contents of the song.

b. Main Activity

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

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

Secondly, we are going to experiment activity. In this section, the students divided into small groups. The teacher



gave the alphabet in a piece of paper to the students. After that, the teacher showed a flash card of picture and students observed it. After observing pictures, students arranged the name of part of body based on the picture. In this activity, some groups can arrange the word or vocabulary correctly and some group cannot. Because the teacher gave different word. At the end of this activity, students do the worksheet guided by the teacher.

c. Closing Activity

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

3. Learning Assessment and Evaluation

First Grade English Class at SMA MTA Surakarta used authentic assessment in three aspects, there are cognitive, affective, and psychomotor aspects. The assessment will be explained below.

a. Cognitive Assessment

The cognitive aspect in First Grade English Class at SMA MTA Surakarta assessed in some way. Teacher assessed students' cognitive competence by written test and giving an assignment. The written test was designed as a student worksheet. The teacher gave this worksheet when the material was finished. The worksheet contained mix and match word and fill in the blank. Students may open their handbook while doing their work. Sometimes the teacher also gives an assignment to students that contain different types of question based on current material and student conditions.

b. Affective Assessment

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

c. Psychomotor Assessment

This assessment done during learning activity. The teacher assessed students' performance for the psychomotor assessment. The performance was depend on the method of the

teacher. It could be discussion or presentation. In this case, the teacher choose discussion. The teacher observed how students' performance in a small group discussion. The teacher checks the group one by one to make sure that students work in a good cooperation.

## **2. Kind Activities That Represent Multiple Intelligences**

Because of students' characteristic diversity, teacher is better to use various strategies which is suitable with students characteristic. As long as the teacher shifts their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when students who have their own most highly developed intelligence actively involved in learning. There were some strategies used by the teacher during learning activities that represented multiple intelligences.

### **1. Sing a Song**

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

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

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

## 2. Learning through video and flash cards.

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

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

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

### 3. Drilling and arranging jumbled letters into a word

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

### 4. Cooperative groups

This strategy represents interpersonal intelligence. This strategy used in collaboration with the third strategy (arranging a jumbled letter). The teacher divided the students into eight groups. Each group contained 4 students. The project was finding or arranging a word from jumbled letters. The students may open their handbook while they were arranging. The teacher started the

activity by mentioning a word that should be find by the groups. Each groups has different letter. So, there was a group that could not find a word mentioned. The group who could find the word and arrange it correctly got score 1. In the end of this activity the first and the seventh group got the best score. The winner groups got a reward from the teacher. This activity make students socialized to other. This activity also train students to work in collaboration with others and raise their friendship.

### **3. The Problems of Implementing Multiple Intelligences in First Grade English Class at SMA MTA Surakarta**

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

## **B. Research Discussion**

### **The Implementing of Multiple Intelligences in First Grade English Class at SMA MTA Surakarta**

Based on the analysis, the researcher found that the implementation of multiple intelligences in First Grade English Class at SMA MTA Surakarta is quite good. School committee doing a preparation before the learning process. The preparation is started by doing a test to recognize students' intelligence. After the school committee has recognizing intelligence and dividing the class, the teacher continuing the preparation by making a lesson plan. The lesson plan made in the form of the ministry of religious and adjusted by the clump of intelligence. From the analysis of the researcher, the content of the lesson plan is completely based on the theory from munif chatib but, a little bit different in form.

The implementation of this school is related to the theory from Thomas Armstrong and developed in Indonesia by Munif Chatib. As stated by Armstrong that in implementing multiple intelligences should be any preparation. Schools should prepare all of the components of learning, such as teacher, students, learning aim, learning material, leaning environment, learning method and learning source. Teacher should be prepared by giving a training activity. First Grade English Class at SMA MTA Surakarta has done this training in cooperation with the institution by Munif Chatib in

2007. Not only preparing the teacher, but the school also prepare the other components.

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

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

In implementing Multiple Intelligences, the teacher has some Problems Such as Students have heterogeneous character, the school does not facilitate all learning media, Different classes with the different condition make the teacher a little bit difficult to design a treatment too . Mrs Khoir as the English teacher admits that she felt difficult in facing



students' diversity and she also admit all the problems but in the interview she said that she will be better in the future. The implementation of multiple intelligences in this school is quite good too, but she should give more effort in preparing teaching media. Mrs Khoir has given the effort to do this. The preparation is good and the implementation is good also. The students feel enjoyed it during the activity, but there is also some suggestion from the student that teaching method who use by Mrs Khoir in the future should be more variative because they can easily get bored if Mrs Khoir use same method over and over again. The student also said in the interview that a lot of media that can be used in the class such as LCD projector, Speaker and etc, but Mrs Khoir rarely use that. They said they want some refreshing material too, not just reading and have some task after final assessment. So the researcher hopes what the researcher do in this research bring some positive think to the teacher and the student.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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

#### **A. Conclusion**

Based on the result of findings and discussions, it can be concluded in three main topics. They are the implementation of multiple intelligences in English learning, strategies that represent multiple intelligences and the berries in implementing multiple intelligences in First Grade English Class at SMA MTA Surakarta.

The implementation of Multiple Intelligences started with some preparation. Teachers start preparation by doing some steps. First is recognizing students' intelligence. The result of the test used to determine the appropriate class for the student based on the clumps of intelligence. The next step of preparation is arranged a lesson planning. The teacher arranges a lesson planning by the form of the ministry of religions.

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

There are some strategies used by the teacher that represent multiple intelligences. they are learning through video and flash card as the representation of spatial-visual intelligence, sing a song which represent bodily-kinesthetic intelligence, drilling and arranging jumbled letter into a word as the representation of linguistic intelligence, and the last is cooperative groups as the representation of interpersonal intelligence. The researcher found the teacher's barriers in implementing multiple intelligences. It is a different character and intelligence of student. The Multiple intelligent that found by the researcher are kinesthetic, interpersonal, musical, and spatial-visual.

## **B. Suggestions for further research**

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

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

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## APPENDICES

### Appendix 1. English Subject Teaching Module

#### MODUL AJAR MAPEL BAHASA INGGRIS

FASE : E

ELEMEN : Membaca-Memirsa

NO	KOMPONEN	KETERANGAN/DESKRIPSI
1	IDENTITAS SEKOLAH	
	Nama Penyusun	Khoirin Niswati, S.S.
	Institusi	SMA MTA SURAKARTA
	Tahun	2022/2023
	Jenjang Sekolah	SMA
	Kelas	X
	Alokasi Waktu	8 Jam Pelajaran (JP) = 8 X 45 Menit = 360 menit
2	Kompetensi Awal ( <i>Entry Behavior</i> )	1. Peserta didik sudah mampu memahami kaidah teks Introduction

		<p>2. Peserta didik sudah mampu mengenali generic structure teks Introduction</p> <p>3. Peserta didik sudah mampu menyampaikan pandangandagagasansecaralisan</p>
3	Profil Pelajar Pancasila	<p>1. BergotongRoyong</p> <p>Bekerjasama dalam kelompok melalui pemberian gagasan, pandangan, atau pemikiran dan menerima serta melaksanakan atas kesepakatan kelompok dalam mencapai penyelesaian tugas yang diberikan.</p> <p>2. BernalarKritis</p> <p>Menyampaikan gagasan, pandangan, atau pemikiran, secara logis dan kritis mengenai permasalahan sosial yang terjadi di lingkungan sekitar.</p> <p>3. Kreatif</p> <p>Menuliskan hasil diskusi berdasarkan gagasan, pandangan, atau pemikiran serta gagasan secara logis dan kritis mengenai permasalahan sosial yang terjadi di lingkungan sekitar dalam bentuk teks Introduction</p>

4	Sarana dan Prasarana	
	Sarana	1. Laptop/Komputer
	Prasarana	1. Buku Teks Bahasa Inggris KelasX 2. Ms .Power Point,Video Window Media Player
5	Target Peserta Didik	Peserta didik reguler/ tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar
	Jumlah Peserta Didik	36 Peserta didik
6	Moda dan Model Pembelajaran	Moda Pembelajaran Tatap Muka dengan model <i>DiscoveryLearning</i>
	KOMPONEN INTI	
7	Tujuan Pembelajaran	. Membedakan struktur teks dan unsur kebahasaan beberapa teks

		introduction lisan dan tulis pendek dan sederhana, sesuai dengan konteks penggunaannya.
8	Pemahaman Bermakna	<p>Manfaat yang akan peserta didik terima setelah mengikuti proses pembelajaran ini adalah;</p> <ol style="list-style-type: none"> <li>1. Manusia harus mampu menyampaikan gagasan, pandangan, dan pemikirannya secara logis dan kritis.</li> <li>2. Manusia bekerjasama/berkolaborasi dalam memahami dan memecahkan permasalahan untuk mencapai tujuan.</li> <li>3. Perbedaan ide/pendapat dalam sebuah kelompok akan menciptakan kekayaan pemikiran untuk mencapai pemecahan permasalahan.</li> </ol>

9	Pertanyaan Pemantik	<p>a. Mengapa kita harus mampu menyampaikan pandangan, pemikiran, atau gagasan?</p> <p>b. Bagaimana cara kita mengungkapkan pandangan, pemikiran, atau gagasan?</p> <p>c. Apa manfaat yang dapat Ketika kita dapat menyampaikan gagasan, pendapat, atau pemikiran terutama dalam bentuk tulisan?</p>
10	Kegiatan Pembelajaran	<p><b>Pendahuluan</b></p> <ul style="list-style-type: none"> <li>▪ Guru Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin, menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>▪ Menginformasikan tujuan pembelajaran, kegiatan pembelajaran yang dilaksanakan dan memotivasi</li> </ul>

		<p>siswa berkaitan dengan materi getaran harmonik sederhana</p> <p><b>Kegiatan inti</b></p> <p>a) Literasi: Membaca <i>teks Introduction</i> sehingga terjadi pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/ eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan)</p> <p>b) <i>Critical Thinking</i> (berpikir kritis): Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi, bertanya, memberikan pendapat, dan menyimpulkan tentang materi <i>teks Introduction</i></p> <p>c) <i>Collaboration</i> (kerja sama): Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan, dan saling bertukar informasi tentang <i>teks Introduction</i>.</p> <p>d) <i>Communication</i> (komunikasi): Peserta</p>
--	--	---



		<p>didik berdiskusi untuk menyimpulkan dan menyampaikan hasil diskusi atau mempresentasikan hasil diskusi kelompok.</p> <p>e) <i>Creativity</i> (kreativitas): Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan kepada siswa berkaitan dengan <i>teks Introduction</i></p> <p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>▪ Peserta didik dibantu oleh guru untuk menyimpulkan kegiatan pembelajaran</li> </ul> <p>Guru bersama siswa mereview proses pembelajaran , menginformasikan kegiatan pembelajaran yang akan datang dan memberikan penugas</p>
C	Asesmen	<p><b>1. Asesmen Diagnostik(Terlampir)</b></p> <ul style="list-style-type: none"> <li>a. Asesmen DiagnostikNon-Kognitif</li> <li>b. Asesmen DiagnostikKognitif</li> </ul>

		<p><b>2. Asesmen Formatif(Terlampir)</b></p> <p>a. Sikap(ProfilPelajarPancasila):Obser vasi</p> <p>b. Penugasan : Menulis TeksEksposisi</p> <p><b>3. Asesmen Sumatif(Terlampir)</b></p> <p>a. Pilihan Ganda</p> <p>b. Esai</p>
12	Pengayaan dan Remedial	<p>1. Pengayaan</p> <p>Pengayaan diberikan kepada peserta didik yang telah mampu mencapai kompetensi yang telah ditetapkan dalam pembelajaran.</p> <p>Adapun bentuk pengayaan yang dilakukan sebagai berikut;:</p> <p>a. Melaksanakan konsep tutor sebaya, di mana peserta didik yang telah mencapai kompetensi yang ditetapkan memberi</p>

		<p>bantuan kepada rekannya yang belum mampu mencapai kompetensi yang ditetapkan.</p> <p>b. Memberikan penguatan secara mandiri melalui penugasan menonton video dan membaca berita dari media masa digital mengenai permasalahan sosial kemudian membuat sebuah teks procedure berdasarkan permasalahan sosial tersebut dan diunggah ke GoogleClassroom.</p> <p>2. Remedial</p> <p>Kegiatan remedial dilaksanakan bagi peserta didik yang belum mampu mencapai kompetensi dari pembelajaran.a.a.Melalui tutor sebaya apabila peserta didik yang remedial jumlahnya tidaklebih dari 50% jumlah peserta didik dikelas.</p> <p>a. Bimbingan khusus apabila</p>
--	--	---

		<p>peserta didik yang remedial jumlahnya sedikit 1 sampai 5 orang.</p> <p>b. Pembelajaran dengan model dan metode yang berbeda apabila peserta didik yang remedial jumlahnya lebih dari 50 % jumlah peserta didik dikelas.</p>
13	Refleksi Peserta Didik dan Guru	<ol style="list-style-type: none"> <li>1. Apa yang kamu dapatkan pada pembelajaran hari ini?</li> <li>2. Bagaimana perasaanmu setelah mengikuti pembelajaran hari ini?</li> </ol>
	LAMPIRAN	
14	Lembar Kerja Peserta Didik	Lembar Kerja Peserta Didik
	Lampiran 1	Lampiran 1
15	Bahan Bacaan Peserta Didik & Guru	Bahan Bacaan Peserta Didik & Guru
	Lampiran 2	Lampiran 2

16	Glosarium	Glosarium
	<p>asesmen : penilaian</p> <p>apersepsi : pengamatan secara sadar (penghayatan)</p> <p>diagnostik : penilaian sebelum pembelajaran</p> <p>eksposisi : uraian (paparan) yang bertujuan menjelaskan maksud dan tujuan</p> <p>formatif : penilaian proses pembelajaran</p> <p>generalization : menyimpulkan</p> <p>kognitif : berhubungan dengan pengetahuan</p> <p>non-kognitif : tidak berhubungan dengan pengetahuan</p> <p>orientasi : peninjauan untuk menentukan sikap</p> <p>pengayaan : cara memperbanyak atau menambah pengetahuan</p> <p>remedial : perbaikan</p>	

	<p>sumatif : penilaian di akhir proses pembelajaran</p> <p>stimulus : rangsangan</p> <p>verification : pembuktian</p>	
17	<p>Daftar Pustaka</p> <p><b>REFERENCES:</b></p> <p><a href="https://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html">https://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html</a></p> <p><a href="https://ghinaislamiah.wordpress.com/2017/07/19/descriptive-text-about-historical-places/">https://ghinaislamiah.wordpress.com/2017/07/19/descriptive-text-about-historical-places/</a></p> <p><a href="https://englishadmin.com/2019/02/kumpulan-contoh-soal-hots-bahasa-inggris-dan-jawabannya.html">https://englishadmin.com/2019/02/kumpulan-contoh-soal-hots-bahasa-inggris-dan-jawabannya.html</a></p> <p><a href="https://blogbahasainggrisku.blogspot.com/2016/06/bank-soal-descriptive-text-untuk-sma-smk.html">https://blogbahasainggrisku.blogspot.com/2016/06/bank-soal-descriptive-text-untuk-sma-smk.html</a></p>	

## Appendix 2. Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Sekolah : SMA MTA Surakarta  
Mata Pelajaran : Bahasa Inggris (wajib)  
Kelas/Semester : X / 2  
Materi pokok : Narrative  
Alokasi Waktu : 4 × 2 JP ( @ 45 menit )

Tujuan Pembelajaran	Dengan pendekatan saintifik dan model pembelajaran Problem Based Learning pada pembelajaran <i>Teks Narrative</i> ini diharapkan siswa dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan, serta dapat menyusun <i>Teks Narrative sederhana</i> secara lisan dan tertulis dengan benar, juga terlibat aktif dalam kegiatan pembelajaran, bertanggungjawab, jujur dalam menyampaikan pendapat, menjawab pertanyaan, memberi saran dan kritik.
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Tahap Pembelajaran	Deskripsi Kegiatan
Pembukaan	Guru memberikan apersepsi, motivasi, dan menyampaikan tujuan pembelajaran
Fase 1  (Orientasi Peserta Didik kepada Masalah)	Guru memberikan kesempatan kepada peserta didik untuk membaca teks Narrative dan bentuk bentuk kalimat past tense dari <i>Teks Narrativet</i> , serta bertanya tentang hal-hal yang belum dipahami tentang kalimat past tense dalam teks <i>narrative</i> .
Fase 2  (Mengorganisasikan Peserta Didik)	Peserta didik berdiskusi dalam kelompok yang terdiri dari 4 orang dan memahami makna kata, fungsi sosial, struktur teks dan ciri kebahasaan dalam <i>Teks Narrative</i> .
Fase 3  (Membimbing Penyelidikan Individu dan	Peserta didik mengerjakan latihan <i>Teks Narrative dalam kelompok</i> .



Kelompok)	
Fase 4 (Mengembangkan dan Menyajikan Hasil Karya)	Peserta didik melaporkan hasil diskusi secara lisan di depan kelas. Kemudian setiap kelompok saling menambah informasi sehubungan dengan hasil diskusi. Setelah itu peserta didik melaporkan hasil diskusi secara tertulis (mengumpulkan lembar kerja kelompok).
Fase 5 (Menganalisis dan mengevaluasi proses pemecahan masalah)	Peserta didik dan guru membuat kesimpulan tentang fungsi sosial, struktur teks dan unsur kebahasaan dalam <i>Teks Narrative</i> .
Penilaian	Peserta didik mengerjakan tes tertulis dan praktik.
Penutup	Peserta didik membuat resume teks <i>narrative</i> dengan bimbingan guru. Guru memeriksa pekerjaan siswa yang telah selesai, guru memberikan pekerjaan rumah tentang <i>Teks Narrative</i> , guru menyampaikan materi yang akan dibahas pada pertemuan berikutnya.
<b>Penilaian</b>	

Pengetahuan	Keterampilan	<b>Sikap</b>
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>Narrative</i> .	Menyusun teks <i>Narrative sederhana</i> secara tertulis dan lisan.	Melalui observasi guru melihat keaktifan dan tanggung jawab peserta didik baik dalam individu ataupun kelompok.

Surakarta, Juni 2021

Mengetahui

Guru Bahasa Inggris Wajib

Kepala SMA MTA Surakarta

Drs. Diastono, M.Pd

Khoirin Niswati, S.S.

NIP. -

NIP. -

### **Appendix 3. Subject of Study**

#### **MATERI PEMBELAJARAN**

➤ Fakta

- Video tentang teks *narrative*.
- Guru menjelaskan teks *narrative* .

➤ Konsep

Teks *narrative* banyak menggunakan :

- Simple Past Tense
- Phrases
- Direct speech

➤ Structures

Parts of the text:

- Orientation
- Complication
- Sequences of Events
- Resolution
- Coda

➤ Prinsip

Teks *descriptive* dapat dipelajari dengan indikator indikator antara lain :

- Mensyukuri dapat belajar bahasa Inggris sebagai bahasa pengantar internasional.
- Menggunakan struktur teks yang benar.
- Menggunakan fungsi sosial yang sesuai konteks (( to entertain the readers about ...))
- Mampu menunjukkan sikap percaya diri, tanggung jawab, dan peduli.

➤ Prosedur

- To identify what narrative is
- To differentiate between narrative and recount.
- Membuat kerangka teks *narrative* dengan acuan tayangan video atau penjelasan dari guru.
- Mempresentasikan teks *narrative* di depan guru dan siswa lain.
- Mencari fungsi sosial, struktur teks dan unsur kebahasaan teks *narrative* bersama guru dan teman.

➤ Fungsi sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

➤ Struktur teks

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

➤ Unsur kebahasaan:

- Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan yang rapi.
- Rujukan kata

#### **Appendix 4. Assesment Instrument**

##### **1. Sikap**

###### **a. Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap:

N	Nama Siswa	Aspek Perilaku yang	Jumla	Skor	Kode
---	------------	---------------------	-------	------	------

No		Dinilai				Maks Skor	Sikap	Nilai
		BS	JJ	TJ	AT			
1								
2								

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- AT : Aktif

**b. Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian:

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

**c. Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya:

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

## 2. Pengetahuan

### ✓ Tertulis Uraian

Read the following text then answer the questions!

-----

Once upon a time there was an old couple who



didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi'," they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

1. What is the best title for the text about ?
2. Who lived in a small house near the village forest?
3. Who cried "waa! Waa!"?
4. What happened to Issumboshi?

Penyelesaian dan Pedoman Penskoran

NO	Uraian Jawaban	Skor
1.	It is Issumboshi	25
2.	An old couple did	25
3.	Issumboshi did	25
4.	He never grew bigger	25
	Skor maksimum	100

✓ **Tertulis Pilihan Ganda**

Read the following texts then answer the questions correctly!

Text for no.1-6

The Patient Old Man

When passing through a mountain pass, a bedouin (villager) once came across an old man who was blind and who seemed to be afflicted with various ailments all over his body. It was clear that he was wasting away. He was even paralyzed and was constantly forced to remain in a seated position. The Bedouin could clearly hear him say, "All praise is for Allah, Who has kept me safe from ailments with which He has tested many among His creation; and He has indeed preferred me over many among those that He created."

"My brother!" exclaimed the bedouin. "What have you been saved from? By Allah, I think that you have been afflicted with every single kind of ailment!"

"Go away from me," said the old man, as he raised his head. "Do I not still have a tongue with which I can pronounce His Oneness, and with which I can remember Him every single moment? And do I not still have a heart with which I can know Him?"

These words of the old man were enough for the bedouin to repent to Allah for his sins and ask Him for forgiveness.

Remember, there is always someone else who is in more problem than you.

1. Who was blind?

A. The old man's brother

B. The ailment

C. A villager

D. The old man

E. A bedouin

2. The followings were what the old man did toward Allah, except ....

A. He thanked Allah

B. Allah afflicted him with ailments

C. He praised Allah

D. He felt that Allah preferred him over the others

E. Allah saved him

3. The old man was NOT ....

A. scareful

B. thankful

C. grateful

- D. peaceful
- E. Wonderful

4. The old man CAN NOT communicate to the Bedouin ....

- A. By using his heart
- B. By using his sight
- C. By using his mind
- D. By using his hearing
- E. By using his feeling

5. Remember, there is always “someone” else who is in more problem than you.

The synonym of the word in quotation marks is ....

- A. everyone
- B. any body
- C. nobody
- D. everybody
- E. somebody

6. What did the Bedouin get from the old man?

- A. motivation
- B. education
- C. learning
- D. advice
- E. anger

Text for no.7-10

And I Hurried to You, My Lord

A Qur'aan teacher always advised her students to live by this Ayah:

وَعَجِلْتُ إِلَيْكَ رَبِّ لِتَرْضَىٰ

"And I hurried to You, my Lord, so that You'll be pleased."

[Taahaa, [20]: 84]

She told them, "This Ayah is what moves me. When I hear the Adhaan and I'm occupied and in the middle of something, I remind myself of this Ayah and so I get up to pray."

"When my alarm goes off at 2am and I want to go back to sleep I remember: 'And I hurried to You, my Lord, so you'll be pleased', and so I get up and stand before Allah."

Her husband had the following arrangement with her: On his way home from a long day at work he'd call her so she'll get the food hot & ready, so he can come home and eat & rest.

One day he asked her to make Mahshi (stuffed grape leaves) - a very time consuming dish. The process involves wrapping many of them and then putting them in a pot to cook. She had 3 more to wrap; but the Adhaan was called.

So she left the 3 remaining grape-leaves (which would have taken her 5 more minutes) and went to pray.

Her husband came home and found that the food was not ready and she was in sujood. He noticed there were only 3 grape-leaves left. A bit upset, he uttered, "You

could have just finished them & put the pot to cook then pray!" But she wasn't responding.

He went to her to discover that she had died in her Sujood!

SubhaanAllaah! Had she waited like any of us to "finish what's in her hand" she would have died in the kitchen! Indeed, the way we live our life is how we will die.

7. The text tells us that when you hear adhaan , ....

- A. Perform prayer in a hurry
- B. Perform prayer fast
- C. Perform prayer soon
- D. Perform prayer quickly
- E. Perform prayer late

8. He went to her to discover that she had died in her Sujood!

The statement tells us that the woman died when she was ....

- A. praying
- B. cooking



- C. wrapping
- D. waiting
- E. finishing

9. SubhaanAllaah! Had she waited like any of us to "finish what's in her hand" she would have died in the kitchen!

The statement above tells us that the woman died ....

- A. In the kitchen
- B. In the office
- C. In the market
- D. In the bathroom
- E. In the prayingroom

10. Indeed, the way we live our life is how we will die.

The statement gives us learning that our ... represents our ... .

- A. death-lived
- B. dead-alive
- C. died-lived
- D. death-life
- E. die-live

NO	Jawaban	Skor
1.	D	10
2.	B	10
3.	A	10
4.	B	10
5.	E	10
6.	E	10
7.	C	10
8.	A	10
9.	E	10
10.	D	10
	Skor maksimum	100

✓ **Penugasan**

Tugas Rumah

- a. Peserta didik menjawab pertanyaan yang terdapat pada buku peserta didik

- b. Peserta didik memnta tanda tangan orangtua sebagai bukti bahwa mereka telah mengerjakan tugas rumah dengan baik
- c. Peserta didik mengumpulkan jawaban dari tugas rumah yang telah dikerjakan untuk mendapatkan penilaian.

**3. Keterampilan**

**a. Penilaian Unjuk Kerja**

- ✓ Keterampilan berbicara ( speaking skill) pada teks *narrative* sederhana sebagai berikut:

Tell about a simple narrative text you like!

.....

.....

.....

.....

.....

.....

Penyelesaian dan Pedoman Penskoran

NO	Jawaban	Skor
1.	Pronounciation	1-20
2.	Intonation	1-20
3.	Fluency	1-20
4.	Accuracy	1-20
5.	Vocabulary	1-20
	Skor maksimum	100

- ✓ Keterampilan menyusun teks *narrative* sederhana secara tertulis sebagai berikut:

Write a simple narrative text!

.....

.....

.....

.....

.....  
.....

Penyelesaian dan Pedoman Penskoran

NO	Jawaban	Skor
1.	Keaslian penulisan	1-20
2.	Kesesuaian isi dengan tema	1-20
3.	Keruntutan kalimat	1-20
4.	Pilihan kosakata	1-20
5.	Pilihan Tatabahasa	1-20
	Skor maksimum	100

**b. Penilaian Portofolio**

Kumpulan semua tugas yang sudah dikerjakan peserta didik, seperti catatan, PR, dll

**Instrumen Penilaian**

No	Aspek yang Dinilai	100	75	50	25
1					

No	Aspek yang Dinilai	100	75	50	25
2					
3					
4					

### **Appendix 5. Remedial dan Pengayaan**

Berdasarkan hasil ulangan harian tersebut, maka dapat dijelaskan:

- a) Perolehan rerata nilai UH-1 sebesar \_\_\_\_\_, di mana rerata ini telah mencapai di atas KKM-KD, yaitu sebesar 70.
- b) Ketuntasan belajar mencapai \_\_\_\_\_ % atau terdapat \_\_\_\_\_ siswa yang dinyatakan tuntas, ini berarti masih terdapat \_\_\_\_\_ siswa yang dinyatakan belum tuntas.

### **Rencana Tindak Lanjut**

Berdasarkan analisis tersebut, maka disusun rencana sebagai berikut:

- a) Kepada \_\_\_\_\_ orang siswa yang dinyatakan belum tuntas, diberikan remedial tutor sebaya, dilanjutkan dengan penugasan dan diakhiri dengan ujian.

- b) Keberhasilan bimbingan dinyatakan secara terukur dengan melihat perolehan rerata nilai siswa yang belum tuntas.
- c) Pelaksanaan kegiatan remedial dilanjutkan dengan penilaian yang dilaksanakan pada hari \_\_\_\_\_, tanggal \_\_\_\_\_ jam \_\_\_\_\_ s.d. selesai.

Surakarta, Juni 2021

Mengetahui

Kepala SMA MTA Surakarta

Guru Bahasa Inggris Wajib

Drs. Diastono, M.Pd

Khoirin Niswati, S.S.

NIP. -

NIP. -

**Catatan Kepala Sekolah :**

.....

.....



## Appendix 6. Field Note of Research

### **Observation date 21-3-2023**

#### First Day Observation

A. X.1 (Boy Class) in the First class at 07.00 am -08.30 am

- For Multiple Intelligences that researcher found on the first day in class X.1, those carried out by the teacher or those found by researcher were Audio Linguistic and Bodily Kinesthetic..

This can be seen in the learning practices carried out by the teacher and students, the teacher giving lessons about narrative text, the teacher asks students to discuss in advance a story that has been determined by the teacher namely "Little red Redding hood", after finishing the discussion students are asked to retell in their own language and practice the movements in the story.

-Class Condition:

For conditions of the class, if viewed from the facilities in class X.1 it is quite adequate. There are speakers, LCD projectors and others so that it is sufficient to support the learning process. In terms of students, the learning process in this class is quite conducive, this can be seen from the students who pay attention to their friends who are presenting the results of their discussions in front of the class, they are also active in asking questions, because the teacher applies a rule that every student must

ask questions so that will get added score and will get a reduction if noisy. Even so, the teacher several times still reprimanded students who were caught noisy or talking with their classmates.

X.7(Girl Class) In the Second Class at 08.30 am – 09-30 am

In the second class the technique or multiple intelligences were found are still same as the previous one, namely using Audio Linguistic or Verbal and Body Kinesthetic, because the material being taught was still the same, namely about narrative and what the teacher asked for was still the same, namely discussion and presentation.

-Class Condition: For the class conditions in the second class can be said to be more conducive than in the first class, the teacher is more able to control the class even though in reality there are still some students who are a bit crowded. Because the class tends to be conducive to the course of class learning, it tends to be livelier when compared to the previous class. Even though as time went on students seemed to feel bored because they heard the same story over and over again and ended up with conversation with their classmate.

**Observation Date 22-3-2023**

Second day Observation

On the second day the researcher made observations in class X-2 (Boy Class) in the 3rd and 4th lesson hours, the observational material on the second day was already different because when the researcher conducted the research on the first day, it was the final phase of explaining material about narrative text.

While making observations in class x.2 where the material was about recount text, the researcher only found 1 type of multiple intelligence, namely verbal linguistic. During 2 hours of lesson time the teacher only explains what a recount text is and how to give an example, then asks students to try to make a recount text and read it individually.

It can be said that the class conditions at that time were not conducive, some students tended to chat and did not pay attention to the teacher when the teacher explaining. some students seem bored and prefer to talk each other, although there are also student who pay close attention and when asked to try to make and practice or read it individually, students who are not paying attention will ask students who are paying attention to tell them how to make a recount text or even see and slightly imitate the work of his friend earlier.

X-6 (Girl Class) Furthermore, the researcher conducted research in class X-6 where in this class the material taught had also changed to a recount text, when the

researcher conducted research in this class, the researcher also found only one type of multiple intelligence, namely verbal-linguistic as in the previous class.

The class condition at that time was almost the same as the previous class, which was less conducive, students tended to pay attention only occasionally when the teacher was explaining, they preferred to chat and do other things. The difference is that in class X-6, the students still want to pay attention and try their best as much as they can when asked to make a recount text and read it.

From the results of the research and observations above, it can be concluded that teachers do not use other types of multiple intelligence and are more inclined to teach using traditional methods, even though in terms of

facilities it is very adequate if they want to use other types of intelligence, such as audio-visual or musical intelligence because there is an LCD projector and active speakers that actually function and can be utilized.

Researchers actually wanted to make observations longer than what was done, the reason researchers did not continue observations and research was the results of interviews that researchers got from teachers and from students. From the results of the interviews that the researchers conducted on days 3 and 4. the interviews were from teachers. The researcher concludes that the teacher seems not to bother with teaching and tends to play it safe with the methods she has used so far without

wanting to try new things. This can be seen when she was asked about the background of SMA MTA using multiple intelligences, she replied that she just knew and usually only explained material verbally. And also from the students, after being interviewed the researcher can also draw conclusions that her teaching style has so far relied heavily on verbal linguistics.

Another thing that underlies the researchers did not take a long time in research as well because at one level, namely first grade, only one teacher was in charge and if conclusions were drawn from the results of the interviews and field notes the researcher felt that everything was enough.

Appendix 7. Field Note of Interview with the Teacher

Title	Interview with the English Teacher at the tenth grade students of IPA 1 SMA MTA Surakarta
Subject of Interview	Khoirin Niswati, S.S.
Interviewer	Linggar Samukti Triwikrama
Place	In the Classroom
Time	21 March 2023
This was the interview transcript	<p>On Thursday, March 23th 2023 the researcher did the interview with the English teacher of First grade SMA MTA Surakarta .</p> <p>The researcher asked some question to Mrs Khoirin Niswati, S.S. about the English teaching processin First grade SMA MTA Surakarta. Therewere about the English teaching process, the Knowledge about Multiple Intelligences, the lesson plan based on Multiple Intelligences, etc</p>
Reseacher	Apa yang bapak/ibu pahami mengenai konsep kecerdasan majemuk dalam pembelajaran?
Teacher	jujur mas saya baru mengetahui apa itu multiple intelegences dari proposal yang kemarin mas linggar

	kasih sebelum melakukan penelitian
Reseacher	Bagaimana metode pendidikan SMA MTA Surakarta sebelum menerapkan Kecerdasan Majemuk?
Teacher	iya saya menerangkan kayak biasanya mas kayak naratif tadi saya terangkan di depan kelas, sehabis itu baru tal minta ngerjain soal atau latihan yang menyangkut materi gitu, tapi pernah juga kayak saya menggunakan video gitu tapi nggak sering
Reseacher	Apa yang melatarbelakangi SMA MTA Surakarta menerapkan Kecerdasan Majemuk?
Teacher	karena saya baru tau sebenarnya ngga ada yang melatarbelakangi cuman saya ngajar iya kayak biasanya , metode nya saya sesuaikan dengan kebutuhan misal kalau bisa pakai video iya pakai video, misal kalau murid bisa di suruh praktik iya praktik, kayak tadi pas naratif presentasi di depan kelas sampai memperagakan gerakan sambil pake bahasa inggris

Reseacher	Adakah landasan formal (pengesahan dari pemerintah) untuk pembelakuan kecerdasan majemuk di SMA MTA Surakarta?
Teacher	untuk itu ngga ada mas semua di pasrahkan ke guru untuk metode mengajar, iya cuman ngumpulin RPP aja tiap semester
Reseacher	Bagaimana perencanaan pembelajaran bahasa Inggris berbasis kecerdasan majemuk?
Teacher	iya kalau untuk perencanaan mungkin kedepannya saya bakal semakin memvariasi metode nya sesuai dengan multiple intelegences ini karena iya saya baru tau juga dan baru sadar ternyata saya pakai metode itu.
Reseacher	Bagaimana kecerdasan majemuk diterapkan dalam tahap pelaksanaan pembelajaran bahasa Inggris?
Teacher	iya untuk penerapannya saya melihat mana yang di butuhkan untuk penyampaian materinya misalnya narrative teks kayak tadi iya tak minta presentasi menceritakan ulang di depan kelas sambil di praktekin



	dulu juga saya pernah pakai video juga tapi saya lupa di materi apa, tapi iya paling sering iya jelasin biasa di depan kelas.”
Reseacher	Bagaimana bentuk evaluasi pembelajaran yang bapak/ibu laksanakan?
Teacher	iya saya kalau mengevaluasi biasanya leat tugas trus ulangan harian kek gitu mas, baru kalau nanti nilainya masih kurang memuaskan berarti masih banyak yang belum faham, jadi pas penyampaina nilai atau pas pembagian nilai saya ulang lagi sedikit materinya , saya cuman ambil poin-poinnya gitu biar kalau ada yang belum jelas mereka bisa tanya
Reseacher	Pembelajaran yang bapak/ibu laksanakan lebih menekankan kepada penguasaan materi atau penguasaan keterampilan bahasa Inggris?
Teacher	iya saya menerangkan materinya dulu sambil saya latih untuk latihan ngomongnya, iya kayak pas narrative tadi ka nada praktiknya walau ngga full bahasa inggris, saya tetap latih ketrampilan berbahasa inggrisnya kog walau

	dikit-dikit.
Reseacher	Bagaimana kondisi kelas selama pembelajaran?
Teacher	kalau saya boleh jujur saya lebih mudah mengendalikan kelas putri ketimbang kelas putra, lebih mudah menghemat energi di kelas putrid ketimbang kelas putra.
Reseacher	Bagaimana partisipasi siswa selama pembelajaran?
Teacher	iya kayak yang saya jelaskan tadi untuk kondusif lebih kondusif putri, aktifnya juga lebih aktif putri, kalau putra iya lebih menguras energy, mesti di ingatkan berkali-kali tapi bukan berarti putra ngga ada yang fokus lho iya , tapi memang secara umum seperti itu
Reseacher	Apa kesulitan/penghambat dari penerapan kecerdasan majemuk dalam pembelajaran bahasa Inggris?
Teacher	iya kalau soal itu mungkin lebih ke motivasi anak-anak iya mas, jadi kalau anak-anak udah termotivasi enak aja

	<p>si buat ngajar, jadi iya mungkin bakalan saya motivasi dulu pakai metode yang ada di keceradsan majemuk ini supaya ngajarnya lebih enak</p>
Reseacher	<p>Upaya apa saja yang dilakukan untuk mengatasi kesulitan/hambatan tersebut?</p>
Teacher	<p>biasanya kalau saya menemukan masalah dalam mengajar saya akan sharing dengan guru yang lainnya supaya mendapatkan solusi dari masalah tersebut</p>
Reseacher	<p>Apa kelebihan dan kekurangan konsep kecerdasan majemuk dan penerapannya dalam mata pelajaran bahasa Inggris menurut pandangan bapak/ibu?</p>
Teacher	<p>Kalau dari kelebihan yang saya lihat dari kecerdasan majemuk ini, cukup fleksibel ya acara ngajarnya, kayak kita menyesuaikan siswa jadi siswa lebih gampang nerima materi dan ngga gampang bosan, kalua kekurangannya kita mesti banyak effortnya dalam mengajarnya, kayak nyiapin media, trus susunan materi kedepanya, penyesuaian dengan materinya juga.</p>

Appendix 8. Field Note of Interview with the Students

Title	Interview with the Student 1
Subject of Interview	Student From Class X.1
Interviewer	Linggar Samukti Triwikrama
Place	In the Classroom X.1
Time	21 March 2023
Reseacher	. Bagaimana perasaan kalian sekolah di SMA MTA Surakarta?
Student 1	iya pada awalnya kerasa capek banget iya mas, sering nangis juga karena mesti jauh dari orang tua , baru pertama kali hidup di asrama kek gini, karenakan pada awalnya aku dari smp biasa jadi iya nek pulang langsung pulan gitu, tapi lama-lama iya terbiasa karena iya banyak teman trus iya aku masuk sini buat kebaikan ku juga biar dapat dunia sama akhirat nya dan iya bawa harapan orang tua juga kan? Maka dari itu akhirnya aku sadar dan mulai terbiasa.
Reseacher	Apakah kegiatan belajar mengajar di SMA MTA Surakarta menyenangkan?

Student 1	menyenangkan kogh , banyak yang asyik gurunya jadi iya asik-asik aja dan ngga bosen
Reseacher	Apakah kalian mudah mengerti pelajaran bahasa Inggris?
Student 1	Ngerti kogh , cukup mudah tapi iya itu mrs khoir tuh . baca teks terus jelasin terus , jadi iya kita cukup bosen sebenarnya tapi iya lama-lama terbiasa juga kan iya harus ngerti kan mas biar ngga ketinggalan peajarannya, tapi iya semoga mrs khoir kedepannya ngga baca teks terus lah biar ngga bosan
Reseacher	Kegiatan apa saja yang biasa kalian lakukan dalam pelajaran bahasa Inggris?
Student 1	biasanya iya cuman baca buku atau baca teks gitu mas abis itu di terangin sama mrs khoir, agak bosen memang , tapi dulu juga pernah kogh kayak oakai video kayak gitu tapi itu jarang banget
Reseacher	Apa saja yang biasanya bapak/ibu guru bahasa Inggris lakukan ketika mengajar?

Student 1	ya kadang mrs khoir nih baca teks mau kek gimanapun baca teks terus abis itu baru di jelasin, iya nggak terus deng , kadang iya presentasi itu, dulu iya pernah jelasin pake video pakai LCD gitu
Reseacher	Apakah kalian suka dengan cara mengajar guru bahasa Inggris?
Student 1	iya sebenarnya seneng-seneng aja iya mas tapi iya kalau bisa, kedepannya lebih bervariasi aja cara mengajarnya, biar kita makin seneng juga gitu

Title	Interview with the Student 2
Subject of Interview	Student From Class X.1
Interviewer	Linggar Samukti Triwikrama
Place	In the Classroom X.1
Time	21 March 2023
Reseacher	Bagaimana perasaan kalian sekolah di SMA MTA Surakarta?

Student 2	perasaan nya biasa aja si mas , mungkin karena sudah terbiasa iya hidup di asrama , karena kan saya dulunya SMP MTA juga yang mana SMP MTA kan juga sudah asrama jadi iya biasa aja gitu , kayak cuman tinggal lanjutin doang
Reseacher	Apakah kegiatan belajar mengajar di SMA MTA Surakarta menyenangkan?
Student 2	bagi saya iya menyenangkan si mas, banyak temen gurunya juga asyik- asyik cara ngajarnya juga macem-macem jadi ngga bikin bosan
Reseacher	Apakah kalian mudah mengerti pelajaran bahasa Inggris?
Student 2	Sebenarnya mudah si mas kalau bagi saya. cuman ya , kan ngga semua temen-temen bisa mengikuti jadi iya , kadang ada temen yang ngga paham trus milih ngga memperhatikan kayak gitu
Reseacher	Kegiatan apa saja yang biasa kalian lakukan dalam pelajaran bahasa Inggris?

Student 2	biasanya suruh baca teks abis itu di baca bareng sambil di terjemahin, abis itu kadang abis baca tadi diskusi , buat kelomopk kayak gitu trus nanti presentasi sambil di praktekin, iya kayak pas narrative tadi
Reseacher	Apa saja yang biasanya bapak/ibu guru bahasa Inggris lakukan ketika mengajar?
Student 2	iya nerangin kayak biasanya mas , suruh baca teks , trus abis itu di terangin gt nanti sambil di artikan kayak gitu, seringnya sih kayak gitu
Reseacher	Apakah kalian suka dengan cara mengajar guru bahasa Inggris?
Student 2	seneng sih mas cuman iya tadi karena keseringan baca trus di artikan kek gitu, cuman nerangin tanpa ngasih catatan di papan tulis kami jadi kurang catatan sebenarnya karena iya kalau cuman di terangin doang nih kami kadang lupa gitu, trus kalau soal translate juga , ngga satu persatu jadi iya untuk penambahan kosa kata kurang, sebenarnya si seneng cuman iya nek bisa mrs khoir kedepannya bisa menambah metodenya biar kita



	makin seneng gitu, sama makin mudah buat mengerti pelajarannya
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Title	Interview with the Student 3
Subject of Interview	Student From Class X.2
Interviewer	Linggar Samukti Triwikrama
Place	In the Classroom of X.2
Time	22 March 2023
Reseachers	Bagaimana perasaan kalian sekolah di SMA MTA Surakarta?
Student 3	perasannya karena banyak temen-temen yang sebelumnya dari SMP MTA jadi perasannya cenderung udah biasa aja sih, karena kan sudah terbiasa gitu.
Reseachers	Apakah kegiatan belajar mengajar di SMA MTA Surakarta menyenangkan?

Student 3	<p>yah ada enakya ada enggakya, iya ada guru yang enak ada yg enggak itu yang bikin ada enakya ada enggakya. Tapi iya tergantung muridnya juga sih walaupun gurunya sik tapi kalau muridnya ngga suka sama pelajarannya iya kayak yaudah gitu sih</p>
Reseacher	Apakah kalian mudah mengerti pelajaran bahasa Inggris?
Student 3	<p>Menurut saya sih mrs khoir ini mudah di mengerti, jadi iya kita harus pinter-pinter berkomunikasi aja sama mrs khoir biar kita mudah mengerti, sebenarnya enak di ajar sama mrs khoir cuman yang aku ngga suka sih galaknya, soalnya mrs khoir ini lumayan galak, atau bisa lebih di bilang terlalu tegas, kan harusnya kalau kita ngga tau kan harusnya di jelasin ulang , nggak yang di marahin gitu.</p>
Reseacher	Kegiatan apa saja yang biasa kalian lakukan dalam pelajaran bahasa Inggris?
Student 3	<p>iya yang kita sering lakuin di pelajaran bahasa inggris iya mrs khoir jelasin , abis itu di suruh baca trus suruh tanya, trus ngartiin juga kayak gitu, paling sering kayak gitu</p>

Reseacher	Apa saja yang biasanya bapak/ibu guru bahasa Inggris lakukan ketika mengajar?
Student 3	iya biasa nerangin doang kayak hari-hari sebelumnya bahkan mau itu PTS, mau itu abis ulangan, sekalipun gitu ngga pernah ambil materi dari film atau pake LCD gitu buat sedikit refresing gitu iya hampir ngga pernah, jadi kan kita juga pengen gitu biar relax sebelum pts nonton film gitu , tapi kalau mrs khoir kek bener-bener musti sebelum PTS di persiapin belajar pake soal semester lalu trus juga abis PTS langsung materi selanjutnya gitu, biasanya gitu si Mrs. Khoir.
Reseacher	Apakah kalian suka dengan cara mengajar guru bahasa Inggris?
Student 3	nah sebenarnya ada suka sama nggak suka nya kalau nggak sukanya iya kayak yang udah di bilang tadi sama temen-temen, kita tuh udah memperhatikan semaksimalnya tapi tuh masih di marahin juga, kalau suka nya tuh kek kita kagum gitu suatu saat pengen jadi kayak mrs khoir yang cara ngomong bahasa inggris nya

	lancar gitu, tanpa harus liat kamus
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Title	Interview with the Student 4
Subject of Interview	Student From Class X.7
Interviewer	Linggar Samukti Triwikrama
Place	In the Classroom of X.7
Time	21 March 2023
Reseacher	Bagaimana perasaan kalian sekolah di SMA MTA Surakarta?
Student 4	Sebenarnya ada sedikit rasa terpaksa karena kan sebenarnya masuk kesini juga buka keinginan sendiri iya, kayak awalnya kenapa mesti sekolah disini gitu. Tapi iya siring berjalannya waktu karena mulai kenal temen-temen yang lain, akhirnya nyaman-nyaman aja dan iya akhirnya di jalanin aja
Reseacher	Apakah kegiatan belajar mengajar di SMA MTA Surakarta menyenangkan?

Student 4	Ada enaknya, ada enggaknya. Enaknya tuh lebih kayak ada beberapa guru yang enak trus ada beberapa guru yang ngga enak. Kayak enakya tuh ada yang pembelajarannya aktif gitu kelasnya kek hidup aja gitu, tapi kayak ada guru yang abis nerangin di kasih tugas trus di tinggal. Yang terakhir ini yang sebenarnya bikin ngantuk
Reseacher	Apakah kalian mudah mengerti pelajaran bahasa Inggris?
Student 4	Kalau untuk cara ngajarnya mrs khoir iya oke, mudah di mengerti, cuman iya cara ngejelasinnya mrs khoir tuh kayak ke ibuan sebenarnya tapi ngga kekinian, jadi kita yang harus menyesuaikan ke mrs khoirnya, jadi kayak nggak boleh dari caranya kita sendiri kayak gitu
Reseacher	Kegiatan apa saja yang biasa kalian lakukan dalam pelajaran bahasa Inggris?
Student 4	Sama sih kayak jawaban temen-temen sebelumnya , iya di jelasin misal bab narrative kan soal cerita, di jelasin per bagian struktur abis itu suruh baca, trus suruh Tanya,

	trus ngartiin juga, trus iya kayak gitu terus, besoknya kayak gitu lagi, jadi misal kalau ngga ngerti yaudah ngga ngerti, kalau ketinggalan materi nya yaudah gitu
Reseacher	Apa saja yang biasanya bapak/ibu guru bahasa Inggris lakukan ketika mengajar?
Student 4	kurang lebih jawabannya sama kayak temen-temen yang lain, bosen gitu rasanya
Reseacher	Apakah kalian suka dengan cara mengajar guru bahasa Inggris?
Student 4	nggak, jadi cara ngajarnya mrs khoir tuh iya pokoknya tuh kayak kita udah memperhatikan udah semaksimalnya tapi kadang tuh kita masih di marahin gitu

Title	Interview with the Student 5
Subject of Interview	Student From Class X.7
Interviewer	Linggar Samukti Triwikrama
Place	In the Classroom of X.7

Time	21 March 2023
Reseacher	Bagaimana perasaan kalian sekolah di SMA MTA Surakarta?
Student 5	Sebenarnya seneng karena termasuk salah satu SMA Islam yang bagus juga di Surakarta
Reseacher	Apakah kegiatan belajar mengajar di SMA MTA Surakarta menyenangkan?
Student 5	Kegiatan belajar disini tuh nyenengin kan juga di setiap kelas kan ada LCD juga jadi kadang pake LCD kadang ke lab juga jadi pembelajaran juga nggak bosen gitu
Reseacher	Apakah kalian mudah mengerti pelajaran bahasa Inggris?
Student 5	Kalau saya balik lagi ke materinya, kalau materinya gampang iya bisa di terima kalau materinya susah iya agak sulit di terima, misal iya yang agak susah tuh yang kayak menyusun kata kayak gitu
Reseacher	Kegiatan apa saja yang biasa kalian lakukan dalam pelajaran bahasa Inggris?

Student 5	Iya kayak baca teks gitu nanti sambil di terangin per kalimatnya kayak susunannya trus verb-verb nya gitu
Reseacher	Apa saja yang biasanya bapak/ibu guru bahasa Inggris lakukan ketika mengajar?
Student 5	biasanya iya kayak baca teks tadi trus di artiin , sebenarnya ada lab computer tapi selama ini mrs khoir belum pernah make lab computer cuman pernah make LCD itu cuman sekali doang
Reseacher	Apakah kalian suka dengan cara mengajar guru bahasa Inggris?
Student 5	Sebenarnya seneng sih cuman iya kedepanya bisa lebih fariasi aja sih soalnya kan kita tinggal di asrama iya jadi iya biar ngga mudah bosen karena lingkungannya gitu-gitu aja jadi kedepannya bisa lebih bervariasi aja

Title	Interview with the Student 6
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Subject of Interview	Student From Class X.6
Interviewer	Linggar Samukti Triwikrama
Place	In the Classroom of X.6
Time	22 March 2023
Reseacher	Bagaimana perasaan kalian sekolah di SMA MTA Surakarta?
Student 6	Iya harus seneng karena sekolah disini kan pilihan saya sendiri jadi mau nggak mau apapaun senang susah sedihnya harus di lewati
Reseacher	Apakah kegiatan belajar mengajar di SMA MTA Surakarta menyenangkan?
Student 6	Kalau buat saya belajar disini tuh jadi bikin banyak tau, jadi nggak cuman lewat teori doang tapi juga banyak yang di kaitkan dengan real life jadi tau bagaimana penerapan ilmu itu di real life
Reseacher	Apakah kalian mudah mengerti pelajaran bahasa Inggris?
Student 6	Kan kalau soal bisa nerima atau engga kan, kita belajar dari pagi sampai sore, nah kalau dapet pelajaran yang

	<p>udah di jam terakhir tuh iya kadang bisa terima, kadang kalau udah kecapekkan banget iya bakal susah banget gitu</p>
Reseacher	<p>Kegiatan apa saja yang biasa kalian lakukan dalam pelajaran bahasa Inggris?</p>
Student 6	<p>jadi biasanya iya kayak baca teks bareng-bareng trus abis itu di artiin bareng-bareng gitu</p>
Reseacher	<p>Apa saja yang biasanya bapak/ibu guru bahasa Inggris lakukan ketika mengajar?</p>
Student 6	<p>iya kayak yang di jawab temen-temen tadi sih sama, misalnya kayak materi tadi jelasin dulu abis itu di kasih contoh trus abis itu kita di suruh buat yang kayak contohnya tadi trus di koreksi nah nanti misal kalau ada yang salah iya di benerin sama kita gitu</p>
Reseacher	<p>Apakah kalian suka dengan cara mengajar guru bahasa Inggris?</p>
Student 6	<p>kalau aku si seneng-seneng aja , tapi kalau aku si kalau di pikir-pikir lama-lama bosan juga gitu, jadi kalau misal mungkin kita bisa belajar di ruang kelas atau di lab</p>

	computer atau pakai film jadi beda gitu kita jadi kayak refresing, jadi mungkin kedepannya bisa lebih di bikin kayak gitu
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Appendix 9. Learning Activity Documentation



9.1 Teaching and learning process in X.1



9.2 Interview with the student about teaching and learning process



9.3 Photo section after class



9.4 Speaker on the corner of the class show how complete the facilities to implement multiple intelligence method



9.5 The teaching and learning process in X.5 class



9.6 The teaching and learning process in X.7 class.