

# **The Use of Multiple Intelligence Approach in The Teaching of English for Young Learner**

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## **Abstract**

Every student is unique, the students have different intelligences one another. Therefore, learning English is only through a lecture technique is not enough. Because each student has its own way of absorbing information in learning English, it is more interesting the teaching and learning English by using multiple intelligence approach. A psychologist from Harvard University, Howard Gardner, in his book introduces a concept of Multiple Intelligence (MI) (Gardner, 1983). He says that human beings do not have only one type of intelligence. There are seven types of Intelligences, namely rhythmic, verbal (linguistic), visual, kinesthetic, logical, intrapersonal, and interpersonal intelligences. Considering those varieties of intelligences, it can be said that there is no stupid or brainless learner in a classroom. Everyone has his/her own capacity. They just have different dominant intelligences. Multiple Intelligence approach tries to accommodate the need of the students in learning English based on their intelligences. In this case, the teacher is not only as a merely language teacher but also they have to be facilitators, observers, and lesson designers. What a classroom teacher should do, therefore, is to be able to recognize and identify the strengths and talents of each of his/her students, then to accommodate the variety so that each student feels satisfied and facilitated to make self-improvements. However, learners' intelligences are Varied not only in cognitive aspect (intelligence) but also in learning styles.

**Key words :** *Teaching English , Multiple Intelligence Approach , Young Learner*

## **Introduction**

As English becomes more and more accepted as an international language, interest in teaching English to Young Learners has become a trend nowadays. In every school, English is taught as one of the main subjects. In teaching young learners is not like teaching adults, children have their own way of learning. Since children like to play and have fun, the learning and teaching process should be suited with the nature of the children themselves. Teaching English for Young Learners is full of Fun. Teacher must create the process of English learning for young learners as interesting, exciting and challenging as possible. Young learners have a good memory and respond something fast. They are active, charm and easy to imitate. Childhood is playing period. They like learning by playing and doing some activities actively and naturally. According to the decree of culture and education number 060/U/1993, the foreign language that must be learnt at school since young age is English. Therefore, as a teacher or parent has a rule how to teach English to young learners by using variously technique interestingly. There are many techniques can be applied, as Kasihani said that the effective way to teach English for young learners is such as through song, game, story, picture or the real object. English learning for young learners aimed to their future, in order that they

can speak English communicatively. The main purpose to teach English for young learners is to make them master some vocabularies as many as possible and they have no difficulty in learning English for the future.

The teachers also need to use some interesting techniques to achieve the objectives of the study and to attract the students in teaching-learning process. The teachers as persons who know the problems of teaching have to choose an appropriate method, technique and also media to teach English to their students. The approach is the basic thinking in teaching-learning process. Multiple Intelligence Approach is one of the teaching approaches which is more enjoyable and easier to be received by the students, specially young learners. Based on this approach, there is no stupid student because all of the students have intelligences. Howard Garner (1993) in Richards states that each person is unique and has a blend of intelligences namely linguistic, mathematical/logical, spatial, bodily kinaesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence<sup>1</sup>. By applying this approach in teaching-learning process is expected that the process of delivering English material appropriate with the kind of the intelligences of the students.

### **The Definition of Multiple Intelligence Approach**

Multiple Intelligence approach is a theory, which was proposed by Howard Gardner in Richard's. This theory gives more accurately about the concept of intelligence and to address the question whether methods which claim to measure the human intelligence are truly scientific. Multiple intelligence theory stated that every people have several intelligences which formed in blending intelligence. Usually, there is a dominant intelligence from those several intelligences. Therefore this potentially intelligence has to be improved.

All human beings possess all different intelligences in varying degrees and each individual manifest varying levels of these intelligences and thus each person has a unique "cognitive profile"<sup>2</sup>, that is, a. All human posses all different intelligences in varying amounts. b. Each individual has a different composition; c. Different intelligences are located in different areas of the brain and can either work independently or together; d. By applying Multiple Intelligences we can improve education; and e. These intelligences may define human species.

According to Howard Gardner in Lei, there are eight types of intelligences. They are:

#### **1. Linguistic**

This type of intelligence has to do with words, spoken or written. People with high-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate. They are also

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<sup>1</sup>Richards, Jack C, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 115.

<sup>2</sup>Lei, Song, *Applying Multiple Intelligence Theory in Undergraduate EFL Classroom*, (China: Qingdao University, 1999), p. 3.

frequently skilled at explaining, teaching and oration or persuasive speaking. Those with linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure. Careers that suit those with these intelligences include writers, lawyers, philosophers, journalist, politicians, poets, and teachers.

## 2. Logical-mathematical

**This theory has to do with logic, abstraction, reasoning, and numbers.** While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places emphasis on traditional mathematical ability and more reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. It correlates strongly with traditional concepts of “intelligence” or IQ. Careers which suit those with this intelligence include scientists, mathematicians, engineers, doctors and economists.

## 3. Bodily kinaesthetic

In theory, people who have bodily kinaesthetic intelligence should learn better by involving muscular movement such as getting up and moving around into the learning experience, and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. ***Careers that suits those with this intelligence include: athletes, dancers, musicians, actors, surgeons, doctors, builders, police officers, and soldiers.***

## 4. Musical

This intelligence has to do with rhythm, music, and earring. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Language skills are typically highly developed in those whose base intelligence is musical. In addition, people who have musical intelligence will sometimes use songs or rhythms to learn and memorize information. Careers that suit those with this intelligence include instrumentalists, singer conductors, disc-jockeys, writers and composers.

## 5. Interpersonal

This intelligence has to do with interaction with others. People who have high interpersonal intelligence tend to be extrovert, characterized their sensitivity to others’ moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and emphatic easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate. Careers that suit those with this intelligence include sales, politicians, managers, teachers, and social workers.

## 6. Intrapersonal

This intelligence had to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skilful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your strengths or weaknesses, what makes unique, can you predict your own reactions or emotions. Careers which suit those with this intelligence include philosophers, psychologists, theologians, lawyers, and writers.

#### 7. Spatial/Visual

This intelligence has to do with visualizing things. A person who has spatial intelligence has sensitivity with form, colour, shape, space and line. The ability to solve the problems related to the notion of space such as using a map to locate a place in a city or drawing a floor plan are example of spatial intelligence. Careers which suit those with this intelligence include architects, navigators, painters, sculptors, and graphic artists.

#### 8. Naturalist

This intelligence has to do with the natural world by recognizing, classifying, categorizing species found in nature such as plants, animals, and minerals. People who has naturalist intelligence has an ability to distinguish the species that are harmful or beneficial for humans. Careers which suit those with this intelligence include biologist, environmentalist, ornithologist, and geologist.

### **Teaching English by Using Multiple Intelligence Approach**

Students are expected to have the skills of the language in simple English. In other word, the teaching of English aims at giving introduction to the language, which means that the teaching processes have to be utilized the existing context of situation.

Multiple Intelligence approach tries to accommodate the need of the students in learning English based on their intelligences. In this case, the teacher is not only as a merely language teacher but also they have to be facilitators, observers, and lesson designers. MI approach challenges the teachers not only in lesson plan and class activity but also in seeking for teaching materials. They must concentrate on providing all kind of resources which give students on experimental learning relevant to their intelligence's need. In addition, teacher must concentrate on making such resources or material clearly available by thinking through and simplifying practical steps in order to use the material. Example of materials helpful to particular intelligences can be shown in table.

## Table

The appropriate teaching material an activity based on the kind of intelligence by Thomas Amstrong in Lei<sup>3</sup>

Num	Intelligence	Interest	Teaching Material	Teaching Activity
1	Linguistic	Reading, writing, telling story, playing word game	Books, news papers, tape recorder, journals, stories	Lectures, discussion, story telling, debate, reading, writing, reports presentation, journal writing, word game
2	Mathematic	Questioning, puzzle, calculating	Computer	Matching, gap-filling, comparison and contrast, puzzle, ordering
3	Musical	Singing, whistling, hamming, tapping feet and hand, listening	Song and music tapes, musical instrument	Background music, creating song to summarize concepts or ideas, make up story with song
4	Bodily-kinaesthetic	Dancing, running, gesturing, touching, jumping	Sports and physical game material	Relaxing exercise, cooperative and competitive game
5	Spatial	Designing, drawing, visualizing	Illustrated story, graph, charts, slides, movies, art	Advertisement designing, video show, illustrating concept and thing, cartoons
6	Interpersonal	Leading, organizing, relating, and mediating	Materials for group game, questioners	Group and circle work, pair work, questioners, team problem solving
7	Intrapersonal	Setting goals, mediating, dreaming, planning, and reflecting	Self-paced project, reflective materials	Project work, individual instruction, independent study, personal goal setting

<sup>3</sup>Lei, Song, *Applying Multiple Intelligence Theory in Undergraduate EFL Classroom*, (China: Qingdao University, 1999), p.5.

8	Naturalist	Gardening, caring for earth, playing with pets, raising animals	Access to nature, opportunities for interacting with animals, pictures and video show about the nature	Outdoor learning observation, classifying, classifying and categorizing activities, background music of sound of nature
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## Conclusion

Teaching English focusing only on Grammar Translation Method (GTM) and lecturing technique / approach is boring. It must be changed into the use of multiple intelligence consideration which is basically in line with Intelligence quotient (IQ) which measures a narrow range of verbal/linguistics and logical/mathematical abilities, Emotional intelligence (EQ) and SQ. This approach is more interesting and make the students be active learner. Most teachers still use traditional method to teach English, namely by using the lecture method. Most of them still use the method of *GTM* to teach English for young learners. The tendency of teachers who use such methods usually use TCL (Teacher Centered Learning) not SCL (Student Centered Learning). As a good teacher must create the class more interesting, enjoying and life. He should use various techniques / approaches to make his class interesting and the students active in the English class.

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