

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Learning Strategy

1. Learning Strategy Definition

Some definitions were based on previous studies related to learning strategies have been done by some researcher ones is related to learning strategies conducted by Suwanarak (2014) “Learning strategy is process about a the way how the students achieved their goal by their own way”. Another study conducted Kadaryanto (2012) “Learning strategy is the keys of every students inside the class to attain their goal and removes every obstacles toward their way to achieved the detailed goal.” Another study also conducted by Tamil (2013) “learning strategy is the first item built for students to face the assignment from the teacher to finish it, but in the term of long duration learning process.” meanwhile, another study conducted by Griffith (2004) “There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategies, there is considerable confusion about

definitions of specific strategies and about the hierarchic relationship among strategies.”

Based from the explanation above the researcher believed that learning strategies is several ways built by students in long term duration to finish the certain goal from the teacher or for them. It was very important because it was like a plan for students to achieve their goals. It came from the smallest part of learning process from students itself till the part of their environment that could give the impact for the result of their learning.

2. Language Learning Strategy

After the definition in general about learning strategy in any subject, the next discussion is about the learning strategy in the term of language learning. International journal from Zare (2012) stated on *Language Learning Strategies among EFL/ESL Learners : A Review of Literature* “the result of second language learning indicates that language learning strategy plays the influential role in process on language learning.”

Language learning strategies is very useful for students to support their learning process and lead them to be a good learner. Teaching learning strategies is especially useful for learners. Learning strategies should be selected to match the activity. Teacher may teach their students some strategies, yet these strategies might not fit theme all the time. Whether the

teachers teach students optional strategies is definitely an important factor and affect whether they can be proficient English learners. If they can find the strategies which are effective for studying, they will be able to study successfully.

Since the amount of information to be processed by language learners is high in language classroom, learners used different language learning strategies in performing the tasks and processing the new input they face. Riazi & Riazati (2007) “to achieve s desired learning outcome, teacher should provide teaching interventions and activities that are compatible with the ways through which learners like to learn the language or any other subject matter.” From this journal the researcher believes that learning strategies can affect student’s motivation. The bad learning strategies that look monotonous will give the bad effect to student willingness on learning process. Furthermore, it is stated that when mismatches exist between learning style of the learners in a class and teaching style of the teacher, the students may become bored and in attentive in class and they get discouraged about the lesson.

Bakzadeh (2016) “Language Learning Strategies are especially important for language learner because they are tools for active, self-direct movement, which is essential to develop communicative competence. Beside, developing the communicative competence of the students, teachers

who train students use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and train them to develop and use good language learning strategies can be considered to the appropriate characteristics of good language teachers". The goal is always to achieve the good learners on English language. The researcher believes with the good derivation from the teacher also high attentive level from students to follow the lesson could lead the students to be a good learner in English subject.

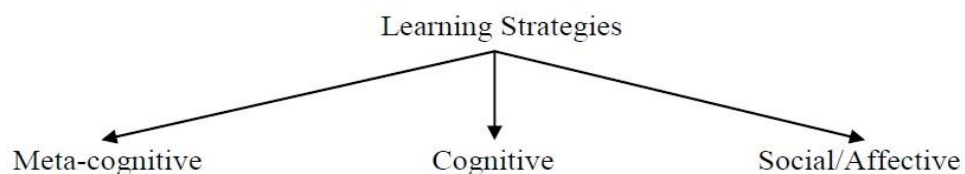
3. Learning Strategy Classification by O'Malley & Chamot

O'Malley & Chamot's classification is based on information processing theory and draws on the work of cognitive psychologists who introduces and develops the concepts of declarative and procedural knowledge. O'Malley & Chamot's research project provides a rationale and approach in cognitive theory for discussing learning strategies in second language acquisition. Cognitive theory has explained adequately how information is stored in memory and what processes are entailed in learning. It states that learning strategies are stored in people's mind in the form of declarative or procedural knowledge. In cognitive theory, learning strategies are represented as complex cognitive skills that follow the same general rules as other forms of procedural knowledge.

Learning strategies begin as declarative knowledge and gradually go through associative; and autonomous stages with practice and experience. It further explains by using Anderson's three developmental stages theory in second language acquisition: firstly, in the declarative stage, intensive attention is involved to the new language and deliberate efforts are made to understand the new language; secondly, in the compilation stage, procedural knowledge is acquired and gradually less conscious attention is needed; thirdly, the automatic processing like native speakers is finally formed.

O'Malley & Chamot (1990) illustrate learning strategies as mental and socio-affective processes, emphasizing learner interaction with the language in order to foster acquisition. They present three categories of learning strategies, including meta-cognitive, cognitive, and social/affective strategies as presented on Figure 2.1 below:

Figure 2.1 O'Malley & Chamot's Classification



They point out that *meta-cognitive* strategy encompasses executive process that mainly includes planning, monitoring and evaluating strategies. Planning is the strategy used by learners for organizing of the written or

spoken discourses. Monitoring is the strategy used by learners for checking one's comprehension during the process of learning. And evaluating is the strategy used by learners for checking the outcomes of one's own language learning.

Cognitive strategies involve the direct manipulation of materials to be learned. Strategies concerning cognitive strategy are mental or behavioral aspects. For example, learners can link new information to previously acquired concepts mentally or physically so that they can group the learning items in meaningful categories or summarize the important information. Other frequently used cognitive strategies are resourcing, repetition, grouping, transfer and translation and so on.

Social/affective strategies are used when learners interact with other persons in order to assist their learning. For example, learners often ask questions for clarification or use some kinds of emotional control to promote their learning.

B. Multiple Intelligence

1. Definition

Gardner (1996) “Every human has more than one intelligence to solve their problem and to create the product, these intelligences are: logical-maths, musical, spatial-visual, bodily-kinaesthetic, musical,

interpersonal, intrapersonal and naturalistic.” Stated by Reinhard(2010) “In the area of interactive design, the theory of multiple intelligences can further the enterprise of building information landscapes navigable not only by those with linguistic or mathematical fluency, but also by the visually, musically, or spatially inclined.” Added Hoerr (2011) “Multiple intelligences is one of acceptable intelligence’s definition where we can’t judge if someone who master in maths and verbal are the smartest, it means the diversity of human intelligence are so wide.”

Multiple intelligences are the one theory that initiates to break the classic definition of intelligence. People mostly legitimate the smart kids is who get the highest score in their academic achievement, meanwhile the students who gets lowest or mostly in the bottom position in their class is the stupid one. However, Howard Gardner believes that every human has their own will and their capability to achieve it. It is not a wise decision to categorize every human in same types even from their character, background or intelligence. By this kind of theory students can find their ability and there is no more judgement about who is the smartest and the dumbest.

Refers to the theory of multiple intelligence in the world of education, researcher can conclude that there will be no more judgement to the stupid students, they have the other skill that are not always related to

the materials given by the teacher. If we look to the how this theory appreciates about student differences we can pull a big conclusion that we should manage the biggest potential from every student. When the teacher threat them with the similar way and expects for the similar result for students work, the teacher will get a big disappointment and blame the worst students in the class. However, by this theory, there will be no more students blaming on the class because teacher can understand about the students need and students uniqueness to achieve their own goal in English subject.

2. Kinds of Multiple Intelligence

There have been many educators that have had trouble reaching some of their students and have had to find different ways to present information or provide different options for student expression. One student may write very well while another really struggles but may be able to express them-selves in a more artistic manner. Because of this, the multiple intelligences theory is something that resonates with lots of teachers. The multiple intelligences theory supports the thought that a one size fits all approach to education does not work for all students. The theory of multiple intelligences is sometimes confused with learning styles. While the theory

can be a good way to think about learning, it is important to understand the theory and the research that has been done to support it.

In Gardner's *Frames of Mind*, he proposes that there are seven main areas in which all people have special skills; he calls them intelligences. His research at Harvard University was in response to the work that Alfred Binet had done in France around 1900. Binet's work led to the formation of an intelligence test; we are all familiar with the "intelligence quotient," or "IQ," the way that intelligence is measured on his test. This type of IQ test was used as the basis of another one with which most of us are familiar: the Scholastic Aptitude Test (SAT), which is taken by most college-bound high school students.

Both of these tests look predominantly at two types of intelligences: verbal and maths. If a person does well on these, s/he is considered "intelligent," and is a candidate for one of the better colleges or universities. But, how was about everyone else? How many of you who are reading these words have used the phrase "not good at taking tests," when talking either about yourself or your child? The Multiple Intelligences (MI) theory proposes that there are other measures of intelligence beside these two. I offer this information to you so that you can understand that while many teachers have some knowledge of MI theory, most of our schools are not fully set up to use it to the advantage of all students.

The theory of multiple intelligences was developed in 1983 by Prof. Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults.

Corby (2011) Defines that multiple intelligence has more than 2 kinds of intelligence, it separates human intelligence become 8 parts of intelligence. Every human mostly has 2 or 3 most dominant intelligence among other intelligence. All intelligence has their character that containing their strength and weakness toward any problem owned by the human itself.

The theory of *multiple intelligences* challenges the idea of a single IQ, where human beings have one central "computer" where intelligence is housed. Howard Gardner, the Harvard professor who originally proposed the theory, says that there are multiple types of human intelligence, each representing different ways of processing information:

- a. Verbal-linguistic intelligence refers to an individual's ability to analyze information and produce work that involves oral and written language, such as speeches, books, and emails.
- b. Logical-mathsematical intelligence describes the ability to develop equations and proofs, make calculations, and solve abstract problems.

- c. Visual-spatial intelligence allows people to comprehend maps and other types of graphical information.
- d. Musical intelligence enables individuals to produce and make meaning of different types of sound.
- e. Naturalistic intelligence refers to the ability to identify and distinguish among different types of plants, animals, and weather formations found in the natural world.
- f. Bodily-kinaesthetic intelligence entails using one's own body to create products or solve problems.
- g. Interpersonal intelligence reflects an ability to recognize and understand other people's moods, desires, motivations, and intentions.
- h. Intrapersonal intelligence refers to people's ability to recognize and assess those same characteristics within themselves.

Based on the types of intelligence above, we can conclude that the similar treats to them with the similar goals are not effective. Students have their power on their strength and no one perfect. Teachers have to find their most dominant intelligence and give treats that can impulse their willingness in developing their intelligence. If teacher can find the most appropriate methods and techniques in a class with heterogeneity of intelligence, researcher believes this teacher can carry the class to the learning goals.

C. Character of Multiple Intelligence

Here is the character of multiple intelligences:

1. Verbal Linguistic using words, either orally or written, in an effective manner. This intelligence is associated with storytellers, politicians, comedians, and writers. These habits can determine if an adult has a strength in Linguistic Intelligence:

- a. always enjoyed books and given them importance
- b. hear words in your head before you speak or write them
- c. enjoy talk shows more than television or movies
- d. enjoy word games, puns, rhymes, tongue-twisters, and poetry
- e. a highly developed vocabulary and enjoy knowing words that other people do not know
- f. In own education, enjoy subjects related to words and ideas, such as English and social studies, more than maths and science
- g. enjoyed learning to read or speak other languages
- h. refer to information that they have read or heard about
- i. been praised, recognized, or paid for your writing

These are some signs to determine if children may be exhibiting a well-developing Linguistic Intelligence. The children who have a well developing linguistic will have the characteristic listed below:

- a. write better than average for her age

- b. enjoy telling stories and jokes
- c. have a good memory for names, places, dates, and other information
- d. enjoy word games, either visually or auditorally
- e. enjoy reading books
- f. spell better than other children the same age
- g. appreciate rhymes, puns, tongue twisters
- h. enjoy books on tape without needing to see the book itself
- i. enjoy hearing stories without seeing the book
- j. have an excellent vocabulary for his age
- k. communicate thoughts, feelings, and ideas well

2. Logical-Mathematical: understanding and using numbers effectively, as well as having good powers to reason well. Exemplars are mathematicians, scientists, computer programmers, and accountants. These habits can determine if an adult has a strength in Logical-Mathematical Intelligence:

- a. always done maths in your head easily
- b. Maths and science is the best subject in the school were in school, were maths and/or science your best subjects
- c. enjoy playing games that require logical thinking
- d. set up experiments to see “what if” in your course of jobs around the house or at work

- e. look for logical sequences and patterns, with the belief that almost everything has a logical explanation
- f. read science periodicals or keep track of the latest scientific developments
- g. like finding logical flaws in things that people say and do
- h. feel the need to have things measured, categorized, analyzed, or quantified in some way
- i. I think in clear, abstract, wordless, imageless concepts.

These are some questions to determine if children may be exhibiting a well- developing Logical-Mathematical Intelligence. Does your child:

- a. demonstrate curiosity about how things work
- b. have fun with numbers
- c. enjoy maths at school
- d. enjoy maths and/or computer games
- e. play and enjoy strategy games such as chess and checkers, brain teasers, or logic puzzles
- f. easily put things into categories
- g. like to do experiments, either at school when assigned or on her own
- h. show an interest in visiting natural history or discovery-type museums and exhibits

3. Spatial: perceiving the visual-spatial world in an accurate way, so as to be able to work in it effectively. The people who do this cover a wide range of fields that, upon first glance, do not seem to have much in common. Compare, for example, hunters, sailors, engineers, inventors, and surgeons to interior decorators, architects, painters, and sculptors. These habits can determine if an adult has a strength in Spatial Intelligence:

- a. always been able to reproduce clear images in your mind, even when your eyes are closed or the objects are not in front of you
- b. sensitive to color
- c. take a lot of photographs or home movies
- d. enjoy jigsaw and other visual puzzles
- e. have vivid dreams
- f. usually have an easy time getting around, even if it's your first time in a new place
- g. enjoy drawing or doodling
- h. Was geometry easier for you than algebra
- i. have an easy time reading maps and translating their information into reality
- j. enjoy books and magazines with many illustrations, photos, and design elements

These are some signs to determine if children may be exhibiting a well-developing Spatial Intelligence. Does your child:

- a. recall visual details in objects
- b. have an easy time learning to read and understand maps and charts in books
- c. daydream a lot
- d. enjoy the visual arts
- e. demonstrate ability in using art materials and creating drawings, sculptures, or other three-dimensional objects
- f. enjoy visual presentations such as videos, television, and movies
- g. get a lot of information from illustrations in books she reads
- h. scribble, doodle, or draw on all available surfaces

4. Musical: relating in a wide range of ways to music. This can take many forms, as a performer, composer, critic, and music-lover. These habits can determine if an adult has a highly developed Musical Intelligence:

- a. have a pleasant singing voice
- b. notice when a musician plays a note off-key
- c. frequently listen to music
- d. play a musical instrument
- e. Was it easy for you to learn to play a musical instrument

- f. think your life would not be as rewarding without music
- g. usually have music going through your mind
- h. Can you keep time to music
- i. know the tunes to many different songs or musical selections
- j. Can you usually sing back a melody accurately after you hear a new selection only once or twice

These are some signs to determine if children may be exhibiting a well-developing Musical Intelligence. Does your child:

- a. tell you when she recognizes that music is off-key
- b. easily remember song melodies and sing them
- c. have a pleasant singing voice, either alone or in a chorus
- d. play a musical instrument
- e. speak or move in a rhythmical way
- f. hum or whistle to himself
- g. tap on the tabletop or desktop while working
- h. show sensitivity to noises in the environment
- i. respond emotionally to music she hears

5. Naturalist Intelligence: excellent at recognizing and classifying both the animal and plant kingdoms, as well as showing understanding of natural

phenomena. These habits can determine if an adult has a strength in Naturalist Intelligence:

- a. like to spend time in nature
- b. belong to a volunteer group related to nature
- c. enjoy having animals around the house
- d. involved in a hobby that involves nature, such as bird watching
- e. easily tell the differences among species of flora and fauna
- f. read books or magazines, or watch television shows or movies that feature nature
- g. On vacation, do you prefer natural settings to cultural attractions
- h. enjoy visiting zoos, aquariums, or other places where the natural world is studied
- i. enjoy working in your garden

These are some signs to determine if children may be exhibiting a well-developing Naturalist Intelligence. Does your child:

- a. talk about favorite pets or preferred natural spots
- b. enjoy nature preserves, the zoo, or natural history museum show sensitivity to natural formations? (Note that in urban environments, this type of “formation” can include cultural icons.)
- c. like to play in water

- d. hang around the pet in school or at home
- e. enjoy studying environment, nature, plants, and animals
- f. speak out about animal rights and earth preservation
- g. collect bugs, flowers, leaves, or other natural things to show to others

6. Bodily-kinaesthetic: using one's body to solve problems and express ideas and feelings. Actors, athletes, and dancers use their whole bodies in this way, much the same way that craftspeople, sculptors, and mechanics use their hands. These habits can determine if an adult has a strength in Bodily-kinaesthetic Intelligence:

- a. regularly participate in a sport or some physical activity
- b. Is it difficult to sit still for long periods of time
- c. enjoy working with your hands in creating things
- d. find that ideas and solutions to problems come to you while you are exercising or doing some sort of physical activity
- e. enjoy spending your free time outdoors
- f. speak with your hands or other body gestures
- g. learn more about things by touching them
- h. enjoy thrilling amusement park rides such as the roller coaster and other activities like this
- i. think of yourself as being well-coordinated

- j. In order to learn a new skill, do you have to practice it to learn it, rather than read about it or see it in a video

These are some signs to determine if children may be exhibiting a well-developing Bodily-kinaesthetic Intelligence. Does your child:

- a. excel in more than one sport
- b. move various body parts when required to sit still for long periods of time
- c. have the ability to mimic others' body movements
- d. enjoy taking things apart and putting them back together
- e. have a hard time keeping hands off objects
- f. enjoy running, jumping, or other physical activities
- g. show skill in activities that require fine-motor coordination, such as origami, making paper airplanes, building models, finger-painting, clay, or knitting
- h. use his body well to express himself

7. Interpersonal: perceiving the moods, feelings, and needs of others. It includes salespeople, teachers, counselors, and those we have come to call the helping professions. These habits can determine if an adult has a strength in Interpersonal Intelligence:

- a. people always come to you for advice

- b. always preferred group sports to solo sports
- c. usually prefer talking to other people about a problem, rather than figure it out on your own
- d. have at least three close friends
- e. prefer social activities over individual pursuits
- f. enjoy teaching others what you can do well
- g. considered to be a leader, either by yourself or others
- h. feel comfortable in a crowd
- i. prefer to spend your time with others than alone

These are some signs to determine if children may be exhibiting a well-developing Interpersonal Intelligence. Does your child:

- a. enjoy socializing with friends
- b. seem to be a natural leader
- c. empathize easily with others, which leads to his give advice to friends who come to him with problems
- d. seem to be street-smart
- e. enjoy belonging to organizations
- f. enjoy teaching other kids – either peers or younger ones
- g. have two or more close friends
- h. serve as a magnet for social activities with others

8. Intrapersonal: turning inward with a well-developed self-knowledge and using it successfully to navigate oneself through the world. These habits can determine if an adult has a strength in Intrapersonal Intelligence:

- a. regularly spend time alone meditating, reflecting, or thinking about important life questions
- b. attended counseling sessions or personal growth seminars to learn more about yourself
- c. have a hobby or interest that you keep to yourself
- d. set goals for yourself regularly
- e. have a realistic view of your strengths and weaknesses
- f. prefer spending time by yourself rather than with many people around you
- g. keep a diary or journal to record the events of your inner life
- h. either self-employed or have you given serious consideration to starting your own business

These are some signs to determine if children may be exhibiting a well-developing Intrapersonal Intelligence. Does your child:

- a. show a sense of independence or a strong will
- b. have a realistic sense of her abilities and weaknesses
- c. do well when left alone to play or study

- d. “march to the beat of a different drummer” in living and learning
- e. have a hobby or interest she doesn’t talk about much
- f. have a good sense of self-direction
- g. prefer working alone to working with others
- h. accurately express how he is feeling
- i. learn from failures and successes
- j. have good self-esteem

In this research researcher wants to know the best strategy in learning English for all intelligences in the pattern of multiple intelligence. It is very important for students’ self-esteem that they find their strengths and they know how to use them. It is therefore important for teacher to know how to work with different intelligences and be able to use various teaching methods.

The activities have to be appealing and suitable for students and it is good to work with different intelligence together in order to get the students to develop the intelligence that they are weaker in. understanding the numerous ways that children acquired knowledge enables teacher to use variety of strategies to reach children with different type of intelligence. Teacher needs to accommodate some intelligence in a technique for

example an English role-play that can accommodate almost all of intelligence from verbal-ling

Gardner says that our schools and culture focus most of their attention on linguistic and logical-maths intelligence. Fasko (2001) Researchers figure out the highly communicative and logical people of our culture. However, Gardner says that we should also place equal attention on individual who show gifts in other intelligence: the artist, architects, musician, naturalist, dancer, therapists, entrepreneur and other who enrich the world in which we live. Unfortunately, many children who have these gifts do not receive more reinforcement for them in school. In fact many of these students are labeled learning disabled because they do not function in the typical classroom environment

D. The Use of Multiple Intelligence in The School

Gardner (1996) says that our schools and culture focus most of their attention on linguistic and logical-mathsematical intelligence. Most school esteems the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists,

designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder)," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.

Education in most country does not concern with students learning disabled because the appliance of curriculum that does not touch all of students intelligence. In this case students cannot reach their peak ability in learning. They were stuck in place with their achievement even the result of their achievement was not good enough to be valued. Nowadays parents were not to concern with their kid interest. They only follow the school benchmark. But researcher believes there is no stupid students in the term of multiple intelligences, there are only students yet to know their intelligence and did not want to develop their intelligence. Then in this case teachers were demanded to explore more technique that can facilitate all of intelligence or at least make

their students want to follow the lesson and enthusiasm to upgrade their knowledge especially in English.

Lucard (2010) also examines that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds.

The theory of multiple intelligences also has strong implications for adult learning and development. The survey conducted by Fuchs (2014) has shown that Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinaesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a recreational leader, a forest ranger, or physical therapist). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or

drama) but now have the opportunity to develop through courses, hobbies, or other programs of self-development.

Gardner's theory of multiple intelligences resonates so strongly for many educators because it offers a model for acting on what we believe: *all children have strengths*. Many of us were taught to focus on the curriculum as we planned and taught, to concentrate on helping students respond to the curriculum; MI, however, is a student-centred model in which the curriculum is often modified to fit the students. Rather than relying upon a linguistic filter and requiring students to write to show their grasp of skills and information, teachers using MI can allow students to use their strengths to demonstrate what they have learned. Students might use their spatial intelligence in drawing, their musical intelligence in composing a song or identifying a melody, or their bodily-kinaesthetic intelligence in acting out an interaction or creating a diorama.

Language teachers today have to be aware that students have different strengths, learning styles and even learning potentials but with the multiple intelligences theory teacher can teach students effectively in different ways. It is a good idea to give the students a multiple intelligence test to see which intelligence is outstanding for each student. By observing the students and keeping track of how they react to different activities, it is possible to improve

the teaching by appealing to the student's strength. As long as teacher uses a range of different activities according to the intelligences, there will always be a time during the day or week when students have their highly developed intelligence actively involved in learning.

E. Test to Find Students Intelligence

There are some tests to define students. But on this research researcher uses a test from Tc Publication. This test will know the dominant intelligence of a student in a quick way. This technique is curious to know about students habit in learning. By using this technique teacher can know about students tendency. It also the easiest technique that was developed by Tc Publication that find some easy common habit to understand that mostly done by students. This simple exercise serves some action that correlate with a Gardner's book *Frame of Mind*. For example the enjoying play with words and speaking are tending to verbal-linguistic intelligence, the other example for the bodily-kinaesthetic intelligence activity that was written on the exercise are the activity that mostly related to physical activity. Then this exercise separated to 4 classes of 8th grade MTsN Bandung.

THE MULTIPLE INTELLIGENCE QUIZ

Estimated time required: 20 minutes

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you.

- | | |
|---|---|
| 1 – No, the statement is not at all like me | 4 – The statement is a lot like me |
| 2 – The statement is a little like me | 5 – Yes, the statement is definitely me |
| 3 – The statement is somewhat like me | |

Verbal/Linguistic

- I can use lots of different words to express myself. ☐
 - I feel comfortable working with language and words. ☐
 - I enjoy crosswords and other word games like Scrabble. ☐
 - I tend to remember things exactly as they are said to me. ☐
 - I enjoy participating in debates and/or discussions. ☐
 - I find it easy to explain things to others. ☐
 - I enjoy keeping a written journal and/or writing stories and articles. ☐
 - I like to read a lot. ☐
- TOTAL** ☐

Logical/Mathematical

- I work best in an organised work area. ☐
- I enjoy maths and using numbers. ☐
- I keep a 'things to do' list. ☐
- I enjoy playing brainteasers and logic puzzles. ☐
- I like to ask 'why' questions. ☐
- I work best when I have a day planner or timetable. ☐
- I quickly grasp cause and effect relationships. ☐
- I always do things one step at a time. ☐

TOTAL ☐

Continued...

Continuation.....

Visual/Spatial

I understand colour combinations and what colours work well together.

☐

I enjoy solving jigsaw, maze and/or other visual puzzles.

☐

I read charts and maps easily.

☐

I have a good sense of direction.

☐

I like to watch the scenes and activities in movies.

☐

I am observant. I often see things that others miss.

☐

I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense).

☐

I can picture scenes in my head when I remember things.

☐

TOTAL ☐

Musical

I often play music in my mind.

☐

My mood changes when I listen to music.

☐

It is easy for me to follow the beat of music.

☐

I can pick out different instruments when I listen to a piece of music.

☐

I keep time when music is playing.

☐

I can hear an off-key note.

☐

I find it easy to engage in musical activities.

☐

I can remember pieces of music easily.

☐

TOTAL ☐

Interpersonal

I can sense the moods and feelings of others.

☐

I work best when interacting with people.

☐

I enjoy team sports rather than individual sports.

☐

I can sort out arguments between friends.

☐

I prefer group activities rather than ones I do alone.

☐

I enjoy learning about different cultures.

☐

I enjoy social events like parties.

☐

I enjoy sharing my ideas and feelings with others.

☐

TOTAL ☐

Naturalistic

Pollution makes me angry.

☐

I notice similarities and differences in trees, flowers and other things in nature.

☐

I feel very strongly about protecting the environment.

☐

I enjoy watching nature programs on television.

☐

I engage in 'clean-up days'.

☐

I like planting and caring for a garden.

☐

I enjoy fishing, bushwalking and bird-watching.

☐

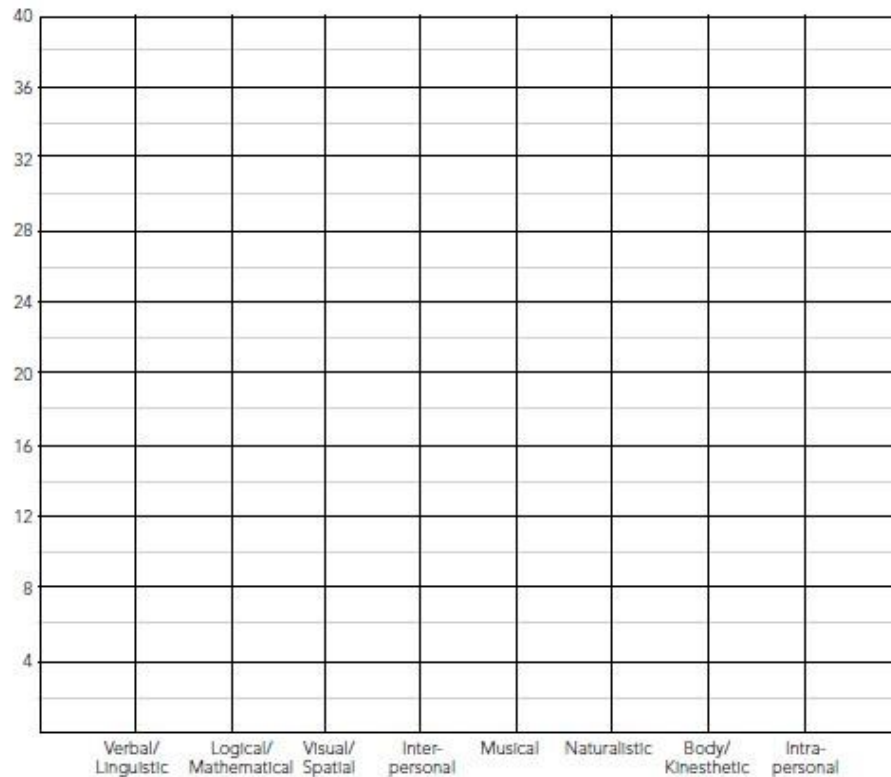
When I leave school, I hope to work with plants and animals.

☐

TOTAL ☐

Multiple Intelligence Graph

for _____



This question are not aimed for quantitative research, the goal of this questions is to know the most dominant intelligence of a students. Every question on above is a basic test to know the students intelligence. These questions have to be fulfilled by students with numbers above. 1 defines that the activity do not describe the students at all, then number 2 if rarely students do the activity, number 3 is where sometimes students do that, number 4 is the

activity that students mostly do, and number 5 is the activity that do describe students.

There are 8 boxes from every intelligences that must be fulfilled by students and they can insert the number in the box. Sometimes will appear a similar score on their most dominant intelligence, sometimes almost all intelligence are founded in average score. Then in the last part of the test students will know their most dominant intelligence and the other intelligence's score gotten by them. In the basic understanding they can manage to improve it and explore more about their intelligence and increase their low score in inferior intelligence.

After students fulfill the questions researcher find the students that have high score in English and high score in the questions separated by the researcher. Students will be taken to an interview with the researcher.