The Implementation of Multiple Intelligence in English Online Learning

Hanie Ika Setyowati
hanimadi9182@gmail.com
SMP Muhammadiyah 1 Alternatif Kota Magelang

ABSTRACT

Online learning is the alternative solution to carry out the teaching and learning during the pandemic of Covid-19 since the schools in all level are closed. As the number of English online learning practices carried out in Indonesia, there have been numerous barriers faced by the EFL teachers. One of the challenges faced by the EFL teacher is the students' lack of motivation since the learning process is considered not interesting. Hence, it is paramount to identify the kinds of learning media in the form of digital platforms and learning applications, for instance, zoom, google meet, wordsearch, lingbe, and ello.ie that accommodate the students' multiple intelligence. This study implements a literature review by collecting the data from various relevant literature and analyzing qualitatively. The result of this study shows the kinds of learning application as the media to accommodate the students' multiple intelligence types. Moreover, the result of this study is expected to be a reference for EFL teachers to select and initiate learning media based on the students' multiple intelligence. Thus the students get motivation in online learning especially in the current situation.

Keywords: Multiple intelligence, Media, Motivation

1. INTRODUCTION

The Indonesian Ministry of Education and Culture includes English language as the compulsory subject in secondary school. Even, English is also introduced in primary schools due to its crucial role as a global language. Lauder in Mapiasse and Sihes (2014) emphasizes that English is being learned for following the technological and scientific improvement and also for better carrier opportunities. In line with Lauder, Ahmad (2016) mentions that in this digital era, eighty percent of the computer data are processed and stored in English. In other words, it is an acknowledged passport to enter and compete in the global world. Therefore, preparing the better education and employment starts from mastering the English language as a means of communication.

In order to succeed the English language teaching and learning process, educational stakeholders always make great efforts to make a breakthrough in language teaching and learning, for example, providing learning media. As noted by Alberth (2011), the factors

influence the success of English online namely: (1) student characteristics, (2) instructional design, (3)provision of support for both instructor and students, (4) teacher characteristics, (5) technology and (6) language skills characteristics. Hence, it is widely accepted that learning media as provision of support for instructor that influences the success of teaching and learning processes. Sumahidayanti (2015) proposes the benefits of using learning media for teaching, for instance: (1) attracting the students' attention, (2) developing the students' interest, (3) adjusting the learning environment and (4) promoting the acceptance of an idea. Regarding with attracting the students' attention adjusting the learning environment as the benefit of utilizing learning media, the use of learning media becomes beneficial especially in the current situation. Based on UNESCO's data as noted by Safira, Hadi and Zaitun (2021), there were 68,265,787 students in Indonesia affected by the Covid-19 by March, 25th, 2020. Hence, in light of the information, Indonesian Minister of Education and Culture has instructed a learning policy, namely learning from home due to the widespread of the corona virus (Covid-19) disease.

As the response to the policy there is a sudden shift from face-to-face learning in the classroom to the online learning. According to Laksana (2020), online learning is learning carried out with the internet connection and technology such as digital platforms and learning applications. It means that the students are able to independently learn, share opinions and interact with the teacher and other students without any classroom face-to-face interaction. In other words, students learn at distance. Furthermore, Fitria (2020) emphasizes that online learning requires both internet connection and technology as the media to enhance the process of teaching and learning. The internet and technology has become the necessity in online learning. Indeed, implementing the appropriate learning media that accommodate the students' characteristics benefits to enhance the students' learning (Aini, 2013).

According to the Act No 20 of 2003 that education is carried out fairly. In other words, educational stakeholders, especially teachers accommodate the students' needs. One of the students' needs that must be cultivated and developed by the teacher is the multiple intelligence types (Alannasir, 2020).

Multiple intelligence theory was first introduced by Howard Gardner in 1983. This theory has changed the previous perspective intelligence that intelligence can be defined through a single test. Gardner in Armstrong (2009) studies that each person has intelligence types that can be developed through the appropriate enhancement and

instruction. The intelligence types possessed by each individual are: (1) linguistic or verbal intelligence, (2) logical-mathematical intelligence, (3) spatial or visual intelligence, (4) musical intelligence, (5) bodily-kinesthetic intelligesnce, (6) interpersonal intelligence, (7) intrapersonal intelligence, (8) naturalistic intelligence and (9) spiritual intelligence. The students' multiple intelligence types must be accommodated in order to develop the students' strength concerning with their way to learn and acquire information (Faidah,R.T., et al, 2019).

There were numerous scholars who conducted research on learning media especially in online learning such as Rahman and Daulay (2021). However, there have been any study conducted to describe the implementation of online learning based on multiple intelligence types.

Therefore, this study is aimed at identifying the kinds of learning media based on the multiple intelligence types applied during the online learning. The research problem is formulated in the question of what are kinds of learning media based on the students' multiple intelligence types for English online learning? The results of this study are used as a fruitful reference for the teachers in choosing the appropriate learning media based on the students' multiple intelligence types. The appropriate learning media is paramount to enhance the students' motivation and attract the students' attention in teaching and learning English especially in the current situation that online learning is considered less interesting and motivating rather than the previous traditional classroom learning (Adnan &Anwar, 2020).

2.   RESEARCH METHOD

As aforementioned earlier, this research is aimed to describe the kinds of learning media based on the students' multiple intelligence in English online learning. In addition, this belongs to qualitative research since the data presented is in the form of verbal explanation rather that statistical data. Creswell (2007) states that qualitative research is an inquiry process of understanding based on distinct methodological tradition of inquiry exploring a social or human problem. In order to address the research question which is to describe the learning media that accommodate the students' multiple intelligence referring to human problem, this study applies a literature review. Literature review enables the researcher to obtain necessary data by carefully reading the literature resources (Efriana,

2020). The data collected are taken from the relevant periodical journal, textbooks and government regulation by following the steps of research.

The steps of this research are as follows: (1) selecting the problem after reading numerous journals and finding the gap among the current studies, (2) reviewing the relevant literature sources thoroughly to get deeper understanding, (3) analyzing the data, (4) interpreting the data and (5) presenting the data (Ari,D.,et al, 2010).

Moreover, to verify the data, the researcher uses a variety set of literature sources during conducting the research. The periodic journals selected are taken from reputable database such as Science Direct, ERIC and J-Wiley in this five years. The journal also can be accessed through the following sites, as follows.

https://doaj.org/

http://scholar.google.com/

https://www.google.com/

3. RESULTS AND ANALYSIS

In response to the learn from home policy, the teaching and learning processes are carried out through online learning, However, this unexpected shift in the educational system has resulted a great impact to the students' learning even though English online learning is not a new issue in English language teaching. Efriana (2020) summarizes that the main problem in online learning is that the students are not able to understand the learning materials due to the uninteresting activities during online learning. In line with Efriana, Yuzulia (2021) shows that the students lack of learning motivation to join online class because the media and activities are not interesting. Hence, this study attempts to identify the digital platforms and learning applications for English online learning that suit to the students' characteristics.

The 21st century requires the citizens to maintain the information technology skills especially through the use of digital tools (McKenzie, 2005). In line with McKenzie, the current situation forces the educational stakeholders to conduct the teaching and learning through the online learning. Although the process of teaching and learning are conducted at distance, teachers must also carefully select the appropriate learning media based on the students' needs. One of the students' needs is the multiple intelligence types as one of the students' strength to learn and acquire new information.

Intelligence was earlier tested through a single test. However, Gardner (1983) introduces the theory of intelligence that intelligence is a property of all human beings including nine types of intelligence that differs from each other. It means that there are no two people even identical twins that possess exactly the same profile of intelligence. As already noted, Gardner's multiple intelligence theory (1983) confirms that there are nine intelligence types, namely, linguistic intelligence, logical-mathematical intelligence, visual intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and spiritual intelligence. Those intelligence types are expressed in the context of specific tasks, domain and intelligence. Hence, it is paramount that EFL teachers consider the students' intelligence types in conducting the lesson.

Armstrong (2009) explains that linguistic intelligence is the capacity to use words both orally and written effectively. The examples of linguistic intelligence in EFL teaching learning enables the students to do presentation through Google Meet or Zoom, speech, story-telling, news anchor or any journalism activities, reading through electronic library or interactive storybooks, reading and writing poems, writing an article in the blog, social media or website, and word games such as Crossword Puzzle, Melimots Word Search and Wordscapes (Sulaiman&Sulaiman,2011). The digital platforms and learning applications to strengthen the students' linguistic intelligence type are explained in the following figure.
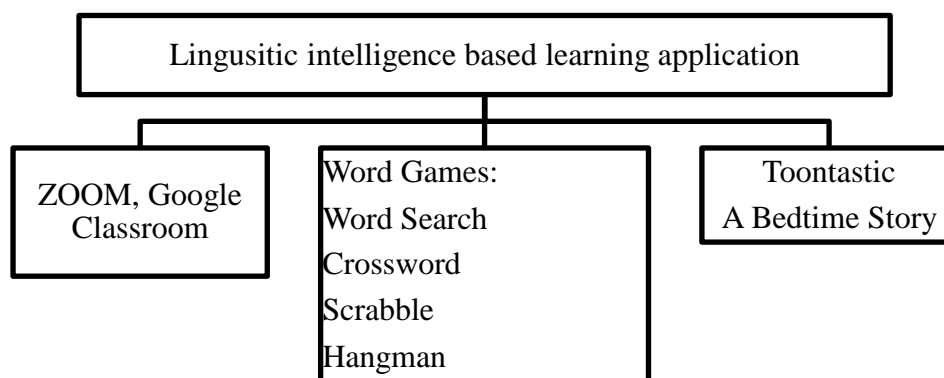

Figure.1 Digital platforms and learning application to accommodate the students with the linguistic intelligence

Meanwhile the logical-mathematical intelligence is the capacity to use numbers and to reason effectively (Armstrong, 2009). In order to facilitate the students' logical-mathematical in teaching English language, teachers must carefully assign the higher-order thinking task based on the Bloom Taxonomy level, especially in applying, analyzing and evaluating stage questions that can be constructed in the form of grammar quiz in Quizizz and Kahoot.

Armstrong (2009) further identifies bodily-kinesthetic intelligence as the expertise in using body to express ideas and feeling including specific physical skill. Teachers assign the students to do physical activities such as playing role-play, Simon Says and Treasure Hunt also accommodate the students' bodily-kinesthetic intelligence type in teaching English. During online learning, Simon Says and Treasure Hunt can be played through live zoom learning, for instance, giving the students specific instruction "find me something red, get me something round".

According to Hoerr (2000), musical intelligence belongs to the sensitivity of melody, rhythm and tone. It means that students with musical intelligence learns more easily through turning the information into lyrics or rhymes. Teachers can also plays song videos from Youtube as the media for learning. Meanwhile, to facilitate them in learning in metacognitive learning, students are able to learn English through Ello.ie, Lyrics Training and Cake.

The spatial intelligence is the ability to perceive the world accurately and to recreate or to perform the transformation upon those perception (Hoerr, 2000). Armstrong (2009) adds this intelligence includes the sensitivity to color, line, shape, form, space and the relationships that exist between these elements. In order to accommodate the students' spatial intelligence, students are given the instruction to read the map, draw or visualize the information, such as, providing the infographic as the transformation of the written information into visual. One of the technology tools that can freely be used is Canva.com to create the visual or picture. Learning English through making and recording a video, learning through Fluent.U

Hoerr (2000) further describes interpersonal intelligence as the ability to understand people and relationships. In other words, this intelligence enables the students in exchanging information, studying and working together. Teachers can assign them to have

`

a discussion through the application Lingbe and Zoom Meeting where there are breakout rooms there, so the students are able to do the group work.

Fleetham (2006) mentions that intrapersonal intelligence is the potential to think and to reflect the students' thoughts, feelings and actions. Nowadays, students express their ideas or feelings through website, blog or padlet.

Naturalistic is the potential to think about and understand the nature world, for example, recognizing and classifying the aspects of environment (Fleetham, 2006). In language and learning context, students do outdoor activities and interact with the objects in their environment by giving them environment as the learning theme as can be accessed in Britishcouncil.org.

It is very beneficial for teacher to explore the students' intelligence types in order to find out the students' learning styles that succeed the process of teaching and learning and also to identify the students' strength and weakness (Sener&Cokcaliskan, 2018). Moreover, Fleetham (2006) states that in learning process, there is an interdependent relationship among thinking skill, learning style and multiple intelligence.

4. CONCLUSION

Online learning is not something new for EFL teachers, in fact, the practice of English language teaching at distance has resulted consequences for both the students and teacher. One of the challenges is the students' lack of motivation in learning online due to the uninteresting activities and the lack of knowledge about learning application that suits to the students' needs.

One of the students' need is considering the students' diversity including their multiple intelligence types that must be accommodate during the learning process. It is widely accepted that implementing multiple intelligence in teaching and learning process improves the students' motivation. Hence, it is important to identify the learning application and digital platforms based on the students' multiple intelligence types. The results of this study is expected to be a fruitful reference for EFL teachers to select the learning media for carrying online learning.

expertise of the reviewer and for the supports from the headmaster and all teachers of SMP Muhammadiyah 1 Alternatif Kota Magelang.

REFERENCES

Adnan,M.&Anwar,K.(2020).Online learning amid the covid-19 pandemic: Students' perspectives.Journal of Pedagogical Sociology and Psychology, 2(1), 45-52.

Ahmad,S.R.(2016).Importance of English language.International Journal of Applied Research,2(3),478-480. Characteristics-based development students' aspects. Internation Journal of Asian Education, 1 (1), 28-36.

Aini,W.N. (2013). Instructional media in teaching English to young learners: A case study in elementary schools in Kuningan. Journal of English and Education,1(1), 196-205.

Alannasir, W. (2020). Characteristic-based development students aspect. International Journal of Asian Education, 1(1), 29-36.

Alberth.(2011). Sritical success factors in online language learning. TEFLIN Journal, 22 (1), 16-33.

Armstrong,T. (2009). Multiple intelligences in the classroom. New York: ASCD

Ary,D.,et al.(2010).Introduction to research in education. Belmont: Wadsworth.

Creswell,J.W.(2007). Resesrch design: qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage.

Efriana,L.(2021).Problems of online learning during covid-19 pandemic in EFL classroom and the solution. Journal of English Language Teaching and Literature, 2(1), 38-47.

Faridah,R.T., et al.(2019).Teachers beliefs on multiple intelligence based English teaching for young learners. Exposure Journal, 8(1), 60-73.

Fleetham,M. (2006). Multiple intelligence in practice: enhancing self-esteem and learning in the classroom. Stafford: Network Continuum Education.

Gardner,H.(2011). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Laksana, D.N. (2020). The implementation of online learning during Covid-19 pandemic: student perceptions in areas with minimal internet. Journal of Education Technology, 4(4), 502-509.

Mansir, F., & Purnomo, H. (2020). Islamic education learning strategies based on multiple intelligence in islamic school. Jurnal Psikoloogi Islami, 6(1), 48-57.

`

Mappiasse,S.S.,&Sihes, A.H.(2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. English Language Teaching Canadian Center of Science and Education,7(10), 113-122.

McKenzie,W. (2005). Multiple intelligences and instructional technology. Washington DC: International Society for Technology in Education.

Safira, Y.F., Hadi,M.S.,& Zaitun. (2021). An analysis of English language teaching during covid-19 pandemic at SMP Purnama Jakarta. JOLLT Journal of Languages and Language Teaching, 9(2), 212-219.

Sukmahidayanti,T.(2015).The utilization of instructional media in teaching English to young learners: A case study of an elementary school teacher in Banduung.Journal of English and Education, 3(2), 90-100.

Yuzulia, I. (2021). The challenges of online learning during pandemic: Students' voice. Wanastra: Jurnal Bahasa dan Sastra, 13(1), 1-12.