

IMPLEMENTATION OF ENGLISH LEARNING BASED ON MULTIPLE INTELLIGENCES ON ENGLISH SPEAKING ABILITY

Ida Maulida

Universitas Subang

idamaulida@unsub.ac.id

Article Info

Received : 02/07/2021

Revised : 13/08/2021

Accepted : 17/08/2021

This study was conducted to describe the use of the Multiple Intelligences method in learning English in schools. This study uses a descriptive method with a qualitative approach and the results of this study explain that, the development of Multiple Intelligences which is supported by curriculum, learning materials, human resources and learning processes that have been adjusted previously, is designed to develop intelligence and skills in students, especially in language skills (speaking, writing, listening, reading) through the Multiple Intelligences method, with very varied, fun and creative activities. The learning begins by fully explaining the method that will be applied, then the teacher will make a lesson plan, where the preparation of this lesson plan is done by integrating English subjects with the method that will be used. The lesson plan consists of three parts, namely: syllabus (Title, Indicator, Time allocation) then the second component of activity (preliminary activity) and the last core activity (activity strategy and procedures). The effect of the implementation of the Multiple Intelligences-based English learning model on vocabulary mastery and English speaking skills and its impact on the results of the learning implementation and student learning experience can be seen from the students' motivation in participating in English learning, overall this method can be followed well by all students start from core activities which include exploration, elaboration, and confirmation of Multiple Intelligences-based learning activities, and closing activities which include reflection and evaluation. The procedure in implementing English learning in the classroom is emphasized on reading, writing, and listening skills with core activities such as discussion and dialogue.

Keywords: Implementation, English Learning Based, Multiple Intelligences.

1. Introduction

English education is a compulsory subject that is almost always studied at various levels of formal education in Indonesia, English is a very important communication tool in education and knowledge because English is an international language commonly used in various parts of the world, including in Indonesia, the increasing era of globalization which is marked by competition for human resources in all respects, has an impact on people's lives and also education in Indonesia, especially in mastering English, which is still a universal language, it is hoped that it can be learned in its entirety. by various groups including students, so that Indonesian people can get used to using English in various fields of life (Azhari, 2020; Achmad, 2021).

English is one of the fundamental lessons to be taught even at an early age, this is influenced by the assumption that at the golden age, children will more easily master a second or foreign language, especially in understanding grammar, practicing pronunciation, and mastering vocabulary. Mastery of English in early childhood can be supported by several factors, namely learning methods, facilities and infrastructure, and learning materials, besides that English is a universal language that has an important role in the current millennial era, because English is often used to communicate. with foreign communities, and has a position as an international language.



English is the most important subject and certainly has many advantages that can be utilized by students, as for some basic virtues that must be known before learning English, including reading, writing, listening and speaking competencies. (speaking). There are many assumptions that speaking competence is one of the activities most favored by students, among several other competencies such as listening, reading and writing, although there are still some students who consider speaking lessons as the most frightening and difficult lessons to understand. (Lestari, 2018; As'at, 2021; Sidiq et al., 2021). In the end, by learning English, students are required to be able to use it as a tool to communicate, both verbally and in writing.

Learning English for students is mandatory because mastery of English is a priority for all people, especially in the world of education because English is the first foreign language that is most widely studied and developed at various levels of education in Indonesia, while some students are still found those who still have difficulty in learning English, especially in speaking competence, are usually caused by the minimal number of practice speaking English as well as psychological factors, especially affective aspects, but in fact, in Indonesia there are still some schools that have not improved and minimized these factors. Because of these factors, there are still some English teachers teaching with inappropriate methods, coupled with inadequate school facilities and infrastructure and less contextual English learning materials. (Slamet et al., 2009; Suratmi, 2013).

Referring to the problems above, other alternatives are treated that must be immediately sought by the school, especially for teachers in conveying the English language method, namely by placing more emphasis on the abilities and characteristics possessed by each student, because through the context of experience and the social context where they can get to know and interact with each other, students will quickly adapt and recite any material and teaching English that has been taught previously, because it can be said that the contextual approach is the most suitable learning in introducing English to students. . Basically, learning English today does require tips and precise methods so that students are able to master and understand it as a whole, both in the context of writing, reading, listening and speaking. This identifies that learning English is not only focused on mastering vocabulary and grammar knowledge, but must try to apply and use it in daily activities as a communication tool (Zulfritri & Harahap, 2018; Winarti et al., 2019).

Speaking is an activity that combines all elements of students' abilities both in mastery of vocabulary, word order or sentences and the ability to combine the ideas in their minds with the will or ability to express them. Speaking skills in the context of English are quite difficult learning to master because English is not the mother tongue nor the language of instruction used in teaching and learning activities at school, the ability to speak English is a separate problem that must be mastered by a student, in which there is a mix of the ability between the brain, word or sentence processing and listening skills. In Indonesia, English has been studied from elementary to university level, so the role of English is increasingly important to be studied in depth, because it is always used in important aspects of human life, especially in the development of national education.

There are several learning methods that can be applied by an English teacher to overcome some of the obstacles that often arise when conveying their teaching methods, especially in the context of speaking (reading), first through the Multiple Intelligences method, and the second through the Role-playing method. Multiple Intelligences-based learning is a learning method that offers students learning activities that are tailored to their characteristics and abilities, including verbal linguistic, logical mathematical, kinesthetic, musical, visual and natural abilities, some of these intelligences can be developed and varied in learning English based on the characteristics of the student. While what is meant by the Rote Playing method is a form of activity where students imagine themselves as if they were outside the classroom and playing the role of others when using English, in Role Playing students are treated as learning subjects, actively carrying out language practices. , ask and answer in English with their friends in certain situations, simply the Role Playing method can provide opportunities for students to express English in a real, meaningful and certainly fun way (Widyasari, 2016; Mejia, 2021).

As for several previous studies that the researcher used as reference and reference material in the process of compiling this research, firstly, improving the speaking ability of PGSD students by using the Role play method, this research was written by Luo (2019) using the class action method, and the results of this study show that students' interest in English has greatly increased, this is shown by the results of observations through visual observations and recordings while in the field. The next research is entitled The effect of the cooperative learning model based on multiple linguistic intelligences on the ability to speak English, this research was written by Amalia & Tarwati (2017) using a quasi-experimental method, and the results of this study indicate that the use of the Multiple Linguistic Intelligences-based Cooperative Learning Model is sufficient. effective to be used in an effort to improve the ability to speak English in UMMI PGSD students. The third research entitled Variative learning model that empowers AUD multiple intelligences in learning English, using action research, and the results of this study indicate that the Variative Learning Model (MPV) is able to empower AUD multiple intelligences in learning English, and is able to restore the essential function of Kindergarten as a beautiful park for a place to play while learning.

And the last research entitled Implementation of English language learning in SME classes based on Multiple Intelligences in Mim PK Kartasura (Wibawa, 2021), using a qualitative descriptive method, and the results of this study indicate that the implementation of English learning in SME classes based on Multiple Intelligences at MIM PK Kartasura is carried out in three stages, namely a) the planning stage, by recognizing students' MI through the MIR test and making lesson plans, b) the implementation stage, learning activities are carried out in various ways through the eight types of intelligence which are carried out in an integrated and bilingual manner with varied, creative, and fun activities. Based on several previous research results that have been studied previously, although they have similarities in raising the topic of using English learning methods using the Multiple Intelligences strategy, to improve speaking skills, in this study the researchers focused more on the development and mastery of the Multiple Intelligences method. and Role-playing which is packaged in some English subject matter, so that students can quickly understand and practice their speaking skills, especially in pronouncing English sentences perfectly.

2. Method

This study uses a descriptive type of research with a qualitative approach, the researcher also wants to discuss the phenomenon entitled the implementation of multiple intelligences-based English learning on the ability to speak English, while what is meant by qualitative method is an inductive research, the researcher allows problems to arise. from the data or left open for interpretation, then the data will be collected with some careful observations, including descriptions in a detailed context accompanied by notes from in-depth interviews, as well as the results of document analysis (Rahardjo, 2017; Rubiana & Dadi, 2020).

The design of this qualitative descriptive study was used to find out the facts in the field regarding the application of English language learning using the Multiple Intelligences method. As for some of the data collection techniques used by researchers including, interviews, observation, and documentation related to the topic of the problem above, the researchers collected primary data obtained through interviews with school principals and English teachers to obtain information about the implementation of English language learning that used in teaching and learning activities in the classroom, while documentation is secondary data that researchers collect to find out the overall English learning device, then researchers analyze some of the findings in the field using the method of data reduction, presentation, and conclusion drawing. presented in the form of a description.

3. Result and Discussion

3.1 Implementation of Multiple Linguistic Intelligence-Based Learning Models

In the process of learning English using the multiple intelligences method the teacher tries to understand the potential, intelligence and characteristics of students so that the goals of education can be

achieved optimally. The development of each student's intelligence must be adjusted to the potential of students with effective, efficient, and productive learning. The background of the development of multiple intelligences-based English learning, students are trained to develop communication skills and use of vocabulary that will be linked to learning materials, while learning activities emphasize comfortable learning situations and conditions in order to be able to create an organized language structure with learning media. In addition, students are encouraged to participate actively in order to build self-confidence in using various English vocabularies in a clear and precise manner, on the other hand, mastery of English is also a demand of the times that encourage the younger generation to be able to master international languages or languages. English perfectly, in practice this method is adapted to the intelligence of each individual which is then trained through several Multiple Intelligences Research tests (Amalia & Tarwati, 2017; Sugiarti & Margana, 2019).

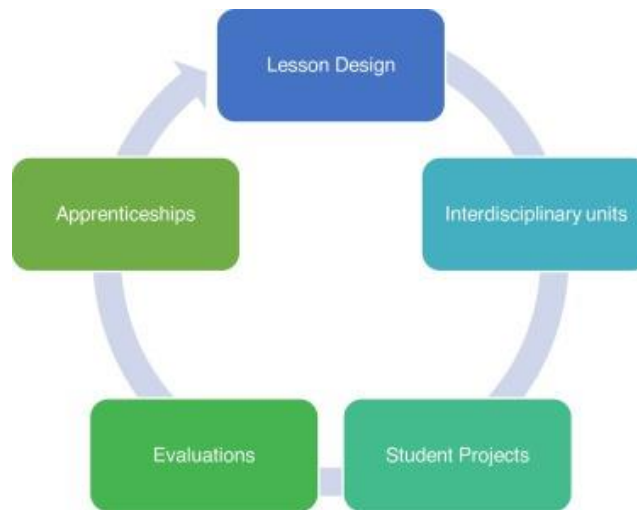


Figure 1 Multiple Intelligences Learning Scheme

In the picture above, we can conclude that the beginning of learning planning begins by fully explaining the method to be applied, then the teacher will make a lesson plan, where the preparation of this lesson plan is done by integrating English subjects with the method that will be used (Ridlo, 2019). The lesson plan consists of three parts, namely the syllabus (title, indicators, time allocation) then the second activity component (preliminary activity) and the last core activity (activity strategy and procedures). As we know that verbal intelligence in the field of language (linguistics) is the ability to use words effectively, both orally and in writing, this intelligence includes sensitivity to the meaning of words, word order, sound, rhythm and intonation of spoken words. This includes the ability to understand the power of words in changing states of mind and conveying information.

The English learning process is carried out into three stages, namely preliminary activities which include pre-learning and apperception activities, core activities which include exploration, elaboration, and confirmation of Multiple Intelligences-based learning activities, and closing activities which include reflection and evaluation. The procedure in implementing English learning in the classroom is emphasized on reading, writing, and listening skills with core activities such as discussion and dialogue. The English material development model focuses on increasing independent, active and solutive attitudes, the English learning method in the classroom uses the play while learning method with group or pair strategies, basically the delivery of English lessons will be very effective if designed with models, strategies, and methods that easy to apply by students (Lestari, 2018; Dadi, 2021).

Table 1 Measurement of Speaking Ability English

Criteria	Excellent	Very Good	Good	Average	Poor
Listening	√				
Vocabulary			√		
Pronunciation		√			
Speaking			√		
Reading		√			

In measuring speaking ability using the Multiple Intelligences method, and several other important indicators, a teacher can determine it as shown in the table above, where each indicator has a very important role and priority. English learning carried out in the classroom so far still often uses the lecture method and giving assignments, however, after reviewing the students' English speaking skills are still far from expected, the best delivery of English can be done with integrated techniques, which include techniques reading, writing, listening and speaking. In practice, the implementation of the Multiple Intelligences method will at least get children to practice reading, writing, listening/listening to information, speaking in public, and can also be used in scrabble activities, crossword puzzles, and making stories, this can improve linguistic intelligence in children. children by honing verbal or non-verbal skills. In learning English, these findings can improve children's linguistic aspects which include listening, reading, speaking, and writing skills, these abilities lead to cognitive aspects in children.

Furthermore, students are trained to be able to interact, both within the school environment and outside the school environment, because through this basic social strategy exercise the teachers will ask questions before or after teaching, after that the teacher provides stimulus to students by asking about things that they like, asking students to tell interesting experiences or simple stories about everyday life which of course are told in English using the Multiple Intelligences method. The social strategy implemented by the teacher plays an important role in the habituation of students to speak English in everyday life. Students not only speak English when there are English lessons, they will also get used to speaking English when just chatting with their friends, both in learning situations and when they are outside the classroom (Masaong, 2012; Maulida, 2020).

All of the students studied also tend to have applied social strategies that have been familiarized by the teacher, even some of them also use other learning strategies in improving English speaking skills, such as organizing and engaging in social interactions using their full English language skills, these activities involve all skills that have been taught previously, namely listening, speaking, reading, and writing are adjusted to their ability level. Some materials on understanding the use of grammatical word classes in English are also taught to students such as nouns, verbs, prepositions, adverbs, adjectives, and others. Not only the learning system that is considered in the application of this theory, human resources, in this case the teacher, are also things that get the attention of the school, because teaching through Multiple Intelligence-based learning strategies is different from other ways of teaching, teachers must understand character and type of student intelligence one by one.

The type of intelligence will determine how the teacher conveys teaching materials because the learning style of one type of intelligence is different from another type, for that the teacher is required to design activities that provide learning experiences for children and provide opportunities to interact with friends through pair and group discussions. This is also applied in learning English in this type of linguistic intelligence. Interaction among friends and teachers is built through discussion activities and group games.

In addition, teachers also often ask students to practice speaking (speaking) by asking students in groups to describe objects in the classroom, while in social strategies students are trained to learn with others such as group work, joint work, and discussion (Pradana, 2018; Mustaqiem et al., 2020).

Table 2 Application of the Multiple Intelligences method to improve English speaking skills

No	Observed aspects	Score	Information
1	Students are able to listen and explain about English subject matter based on Multiple Intelligences well	100	very good
2	Students are able to explain and speak individually in front of their other friends	80	Good
3	Students are able to practice English pronunciation aloud and in accordance with the teacher's directions	95	very good
4	Each group is able to discuss and listen to the teacher's explanation of the speaking material well	80	Good
5	Students in pairs come to the front of the class and have a dialogue with each other	70	Good
6	<i>Each student is trained to be able to master transactional material and interpersonal conversation</i>	80	Good
7	Students ask things they don't understand about English material based on Multiple Intelligences	80	Good
8	explanation from the teacher carefully	90	very good
9	Each student is able to conclude the results Lessons that have been conveyed	90	very good

Based on the results of observations of student activity sheets in the implementation of English learning activities using the Multiple Intelligences method in the first cycle, there are still some aspects that are not good, but overall the students are able to adapt and understand every explanation that has been conveyed by the teacher, this is very important. especially important in the aspect of speaking comprehension. For this reason, it is important for students to interact with the teacher and between other students when learning with the Multiple Intelligences method is being conveyed by the teacher. The assessment of English learning based on Multiple Intelligences uses authentic assessment, namely through three stages, namely cognitive, in cognitive assessment or knowledge is measured from the mastery of the material by students. This assessment stage is as usual through written tests, oral tests, and assignments (Syakur et al., 2020). Then affective, in the assessment of affective or attitude seen from the behavior or attitudes of students in the learning process. This attitude assessment consists of spiritual attitudes and social attitudes. And the last is psychomotor, in psychomotor or skill assessment aspects that can be assessed from students are performance assessments, projects, which contain skills for students. Aspects of skills assessed are language skills, namely listening, reading, writing, and speaking. While the evaluation system in Multiple Intelligences-based English learning is based on authentic assessment with reference to special

criteria, namely using a specific instrument and a test that compares the results of previous, current and future student achievements, with emphasis on three aspects. Important aspects are cognitive, affective, and psychomotor aspects, so with this evaluation system it allows students to always try to improve their abilities and intelligence, especially in the aspect of knowledge and ability to speak English perfectly (Puspasari et al., 2019; Sibilana, 2020).

4. Conclusion

Research on the implementation of multiple intelligences-based English learning aims to see how the teacher's role in delivering and building a new learning method, especially in the development of English using the multiple intelligences method, and the results of this study explain that, the application of multiple intelligences-based English learning to students with the type of linguistic intelligence, it is carried out through three important stages, namely, reading, writing, and speaking, which are applied to the use of curriculum, materials, human resources, and the learning process. which are varied and able to accommodate the development of speaking skills contained in each student, starting from their social strategy starting to develop an understanding of learning English through the speaking stage which is apply to everyday life. In short, the application of Multiple Intelligences-based English education materials is carried out through three stages, namely the planning stage, by recognizing students through tests and making lesson plans, then the implementation stage, learning activities are carried out in various ways through the eight types of intelligence which are carried out in an integrated manner with several core activities involved. So far, it has been carried out in various, creative, and fun ways, and at the evaluation stage, the assessment is carried out with authentic assessments covering three domains, namely cognitive, affective, and psychomotor aspects.

References

1. Achmad, W. (2021). Citizen and Netizen Society: The Meaning of Social Change From a Technology Point of View. *Jurnal Mantik*, 5(3), 1564-1570.
2. Amalia, A. R., & Tarwati, K. (2017). Pengaruh Model pembelajaran Cooperative Learning Berbasis Multiple Linguistic Intelligences Terhadap Kemampuan Berbicara Bahasa Inggris. *International Journal Education Science*.
3. As'at, M. (2021). Pengembangan desain pembelajaran bahasa Inggris berbasis Social Learning Network (SLN) menggunakan strategi auction (Interested-Based Negotiation)/Muhammad As' at. *SKRIPSI Mahasiswa UM*.
4. Azhari, A. (2020). Penerapan Metode Role Playing Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa pada Materi Transaksional and Interpersonal Conversation. *Jurnal Kinerja Kependidikan (JKK)*, 2(1), 14-34.
5. Dadi, D. (2021). Women Empowerment in Indonesia: Community Learning Activity Center Programs. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 1823-1834.
6. Lestari, E. D. (2018). Manajemen Persekolahan: Pengembangan Song, Word Map, Game dan Role Play Dalam Pembelajaran Bahasa Inggris Untuk Meningkatkan Speaking Skill Dan Keterlibatan Siswa Kelas III SD Kristen Pelita Bangsa Lumajang. *Manajemen Bisnis Kompetensi*.
7. Luo, M. N., & Huang, M. (2019). ESL teachers' multiple intelligences and teaching strategies: Is there a linkage?. *TESOL journal*, 10(1), e00379.
8. Masaong, A. K. (2012). Pendidikan karakter berbasis multiple intelligence. *Jurnal Konaspi VII Universitas Negeri Yogyakarta*.
9. Maulida, H. (2020). Perilaku Komunikasi di Sekolah Ramah Anak Kota Magelang. *Sosio Informa*, 6(3), 239-251.

10. Mejia, J. C. H. (2021). Cooperative Learning Based on the Theory of Multiples Intelligences to Improve ESL's Reading Skills (Doctoral dissertation, Greensboro College).
11. Mustaqiem, H. M., Dadi, D., & Warsono, W. (2020). Pengaruh Model Learning Cycle Tipe Hipotetik Deduktif menggunakan media riil terhadap kemampuan berpikir analitis peserta didik pada konsep gerak nasti tumbuhan (Penelitian di Kelas VIII MTsN Kawali). *Bioed: Jurnal Pendidikan Biologi*, 8(2), 31-35.
12. Pradana, A. B. A. (2018). English Learning Based On Multiple Intelligence In Type Of Linguistic Intelligence. *Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar*, 5(1), 41-52.
13. Puspasari, A., Utami, F. K., Widhayanti, A., & Kaltsum, H. U. (2019). Implementasi Pembelajaran Bahasa Inggris Kelas SME berbasis Multiple Intelligences di MIM PK Kartasura. *Proceeding of The URECOL*, 422-429.
14. Rahardjo, M. (2017). Studi kasus dalam penelitian kualitatif: konsep dan prosedurnya.
15. Ridlo, U. (2019). Language Environment Based on Multiple Intelligences at Islamic Boarding School. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 6(1), 108-130.
16. Rubiana, E. P., & Dadi, D. (2020). FAKTOR-FAKTOR YANG MEMPENGARUHI MOTIVASI BELAJAR IPA SISWA SMP BERBASIS PESANTREN. *Bioed: Jurnal Pendidikan Biologi*, 8(2), 12-17.
17. Sibilana, A. R. (2020). Pendidikan Karakter Melalui Pembelajaran Berbasis Multiple Intelligences di Markaz Arabiyah Pare Kediri. *Indonesian Journal of Islamic Education Studies (IJIES)*, 3(1), 48-62.
18. Sidiq, R., Sofro, S., Jalil, A., & Achmad W, R. W. (2021). Virtual World Solidarity: How Social Solidarity is Built on the Crowdfunding Platform Kitabisa. com. *Webology*, 18(1).
19. Slamet, S., Fatimah, S., & Widiastuti, H. (2009). Pelatihan Pengajaran Bahasa Inggris Metode Role Play untuk Guru Sekolah Dasar. *Jurnal Pendidikan Indonesia*.
20. Suratmi, N. (2013). Model Pembelajaran Variatif (MPV) Yang Memberdayakan Multiple Intellegince AUD Dalam Belajar Bahasa Inggris. *Jurnal Inspirasi Pendidikan*, 3(2).
21. Syakur, A., Fanani, Z., & Ahmadi, R. (2020). The Effectiveness of Reading English Learning Process Based on Blended Learning through " Absyak" Website Media in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 763-772.
22. Wibawa, A. E. Y. (2021). Implementasi Platform Digital Sebagai Media Pembelajaran Daring Di Mi Muhammadiyah PK Kartasura Pada Masa Pandemi Covid-19. *Berajah Journal*, 1(2), 76-84.
23. Widyasari, F. E. (2016). Pembelajaran Bahasa Inggris Dengan Menggunakan Metode Multiple Intelligences: Studi Kasus di Sekolah Internasional. *Jurnal Pendidikan Edutama*, 3(1), 31-45.
24. Winarti, A., Yuanita, L., & Nur, M. (2019). The Effectiveness of Multiple Intelligences Based Teaching Strategy in Enhancing the Multiple Intelligences and Science Process Skills of Junior High School Students. *Journal of Technology and Science Education*, 9(2), 122-135.
25. Zulfitri, Z., & Harahap, Y. (2018, April). Model Aplikasi Role Playing Dalam Pembelajaran Inovatif Untuk Meningkatkan Kemampuan Berbahasa Inggris Peserta Didik Di Sekolah Desa Kuala lama Kecamatan Pantai Cermin Kabupaten Serdang Bedagai. In *PROSIDING SEMINAR NASIONAL HASIL PENGABDIAN* (Vol. 1, No. 1, pp. 312-315).