MULTIPLE INTELLEGENCES AND ITS FUTURE POSSIBLE IMPLICATION IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

Multiple Intelligence was proposed by Howard Gardner in 1983 as a model of intelligences that classify intelligences into various specific (primarily sensory) modalities, rather than seeing it as dominated by a single general ability. He has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests.

In this study, the writer tried to explain the history of multiple intelligence, the definition and types of multiple intelligences, and also the future possible implication of Multiple Intelligence in the teaching of English as a Foreign Language in Indonesia.

INTRODUCTION

HISTORY OF MULTIPLE INTELLIGENCES

Gardner's Multiple Intelligence theory was first published in Howard Gardner's book, Frames of Mind (1983), and quickly became established as a classical model by which to understand and teach many aspects of human intelligence, learning style, personality and behavior - in education and industry

Gardner's multiple intelligences theory challenged traditional beliefs in the fields of education and cognitive science. According to a traditional definition, intelligence is a uniform cognitive capacity people are born with. This capacity can be easily measured by short-answer tests.

According to Gardner (1983), intelligence is:

- The ability to create an effective product or offer a service that is valued in a culture;
- A set of skills that make it possible for a person to solve problems in life;
- The potential for finding or creating solutions for problems, which involves gathering new knowledge.

Traditional view of "Intelligence"	"Multiple Intelligences" Theory
Intelligence can be measured by short-answer tests: Stanford-Binet Intelligence Quotient Wechsler Intelligence Scale for Children (WISCIV) Woodcock Johnson test of Cognitive Ability Scholastic Aptitude Test	Assessment of an individual's multiple intelligences can foster learning and problem-solving styles. Short answer tests are not used because they do not measure disciplinary mastery or deep understanding. They only measure rote memorization skills and one's ability to do well on short answer tests. Some states have developed tests that value process over the final answer, such as PAM (Performance Assessment in Math) and PAL (Performance Assessment in Language)
People are born with a fixed amount of intelligence.	Human beings have all of the intelligences, but each person has a unique combination, or profile.
Intelligence level does not change over a lifetime.	We can all improve each of the intelligences, though some people will improve more readily in one intelligence area than in others.
Intelligence consists of ability in logic and language.	There are many more types of intelligence which reflect different ways of interacting with the world
In traditional practice, teachers teach the same material to everyone.	M.I. pedagogy implies that teachers teach and assess differently based on individual intellectual strengths and weaknesses.

Teachers teach a topic or "subject."	Teachers structure learning activities around an issue or question and connect subjects. Teachers develop strategies that allow for students to demonstrate multiple ways of understanding and value their uniqueness.

THE DEFINITION OF MULTIPLE INTELLIGENCES

Gardner viewed intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting' (Gardner & Hatch, 1989). Multiple Intelligences is a unique blend of people's preferred ways to learn and develop and also a mixture of several abilities (Gardner explains seven intelligences) that are all of great value in life. But nobody is good at them all.

Based on his study of many people from many different walks of life in everyday circumstances and professions, Gardner developed the theory of multiple intelligences. Some people are better at understanding some things than others. For some of us it is relatively easy to understand how a flower grows but it is immensely difficult for us to understand and use a musical instrument. For others music might be easy but playing football is difficult.

According to Gardner in his book Frames of Mind (1983), he stated that:

- All human beings possess all nine intelligences in varying amounts.
- Each person has a different intellectual composition.
- We can improve education by addressing the multiple intelligences of our students.
- These intelligences are located in different areas of the brain and can either work independently or together.
- These intelligences may define the human species.

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are

usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences' (Gardner 1999: 41-43).

1. **Linguistic intelligence** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.
2. **Logical-mathematical intelligence** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.
3. **Musical intelligence** involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.
4. **Bodily-kinesthetic intelligence** entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
5. **Spatial intelligence** involves the potential to recognize and use the patterns of wide space and more confined areas.
6. **Interpersonal intelligence** is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.
7. **Intrapersonal intelligence** entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

Gardner said that multiple intelligences were not limited to the original seven, and he has since considered the existence and definitions of other possible intelligences in his later work. Despite this, Gardner seems to have stopped short of adding to the seven (some might argue, with the exception of Naturalist Intelligence) with any clearly and fully detailed additional intelligence definitions. This is not because there is no more intelligence - it is because of the difficulty of adequately and satisfactorily defining them since the additional intelligences are rather more complex than those already evidenced and defined.

The more detailed diagram below expands the detail for the original seven intelligences shown above, and also suggests ideas for applying the model and underpinning theories, so as to optimize learning and training, design accelerated learning methods, and to assess training and learning suitability and effectiveness.

No	**intelligence type**	**description**	**typical roles**	**related tasks, activities or tests**	**preferred learning style clues**
1	**Linguistic**	**words and language**, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship	writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters,	write a set of instructions ; speak on a subject; edit a written piece or work; write a speech; commentate on an event;	words and language

		between communicatio n and meaning	voice-over artistes	apply positive or negative 'spin' to a story	
2	**Logical-Mathematical**	**logical thinking**, detecting patterns, scientific reasoning and deduction; analyze problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyze how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	numbers and logic
3	**Musical**	**musical**	musicians,	perform a	music,

		ability, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, party-planners, environment and noise advisors, voice coaches	musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	sounds, rhythm
4	**Bodily-Kinesthetic**	**body movement control**, manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen,	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite;	physical experience and movement, touch and feel

			drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers	coach workplace posture, assess work-station ergonomics	
5	**Spatial-Visual**	**visual and spatial perception**; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car	pictures, shapes, images, 3D space
6	**Interpersonal**	**perception of other people's feelings**; ability to relate to	therapists, HR professionals, mediators, leaders, counselors,	interpret moods from facial expressions;	human contact, communications, cooperat

		others; interpretation of behavior and communications; understands the relationships between people and their situations, including other people	politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organizers, careers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	ion, teamwork
7	**Intrapersonal**	**self-awareness**, personal cognizance, personal objectivity, the capability to understand	arguably anyone (see note below) who is self-aware and involved in the process of changing personal	consider and decide one's own aims and personal changes required to achieve	self-reflection, self-discovery

		oneself, one's relationship to others and the world, and one's own need for, and reaction to change	thoughts, beliefs and behavior in relation to their situation, other people, their purpose and aims - in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ	them (not necessarily reveal this to others); consider one's own 'Johari Window', and decide options for developme nt; consider and decide one's own position in relation to the Emotional Intelligence model	

Since Howard Gardner's original listing of the intelligences in *Frames of Mind* (1983) there has been a great deal of discussion as to other possible candidates for inclusion (or candidates for exclusion). Subsequent research and reflection by Howard Gardner and his colleagues has looked to three particular possibilities: a naturalist intelligence, a spiritual intelligence and an existential intelligence. He has concluded that the first of these 'merits addition to the list of the original seven intelligences' (Gardner 1999: 52).

1. **Naturalist intelligence** enables human beings to recognize, categorize and draw upon certain features of the environment. It 'combines a description of the core ability with a characterization of the role that many cultures value'.
2. **Spiritual intelligence** is far more complex. According to Howard Gardner (1999: 59) there are problems, for example, around the 'content' of spiritual intelligence, its privileged but unsubstantiated claims with regard to truth value, 'and the need for it to be partially identified through its effect on other people'.
3. **Existential intelligence**, a concern with 'ultimate issues', is, thus, the next possibility that Howard Gardner considers - and he argues that it 'scores reasonably well on the criteria.
4. **Moral intelligence**. In his exploration, he begins by asking whether it is possible to delineate the 'moral domain'. He suggests that it is difficult to come to any consensual definition, but argues that it is possible to come to an understanding that takes exploration forward. Central to a moral domain, Howard Gardner suggests, 'is a concern with those rules, behaviors and attitudes that govern the sanctity of life - in particular, the sanctity of human life and, in many cases, the sanctity of any other living creatures and the world they inhabit.

THE FUTURE POSSIBLE IMPLICATION OF MULTIPLE INTELLIGENCE IN THE TEACHING OF ENGLISH

Gardner's theory argues that students will be better served by a broader vision of education, which teachers use different methodologies, exercises and activities to reach all students, not just those who are good at linguistic and logical intelligence.

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.

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.

The theory of multiple intelligences also has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinesthetic 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). 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

Another implication of Multiple intelligence could be illustrated in economics, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with lots of food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal).

To implement MI, classroom instruction should be designed to tap into each student's strength. According to Howard Gardner, the best way to do this is to have students solve problems and create products in a context-rich and naturalistic setting. Some examples that are used in general education include research labs, prop centers, and multimedia.

- **Delineate responsibilities**. Use rubrics, guidelines, responsibility graphs, or any other aids that help your students state their responsibilities and a timeline in which the work is expected to be completed. The 'links' page has outstanding rubric resources.

- **Group Work**: Students are reluctant to let down their friends. Set up groups to complete work.
- **Working Alone**: If a student works alone, then you have more time to sit with him/her and find out exactly what this student likes to do. Ask him/her how they spend their free time.
- **Allow for Personal Responsibility.** Ultimately, as in any classroom experience, the student must take responsibility for his own actions.

CONCLUSION

In conclusion, the future possible implications for English Language Teaching from Multiple Intelligences are:

1. In the future, there are many schools that will have variety of extracurricular programs to provide the differences of students' intelligences such as musical intelligence, bodily intelligence, spatial intelligence, linguistic intelligence, logical intelligence, etc.
2. There should be teachers for understanding students characteristics especially students with interpersonal and intrapersonal intelligence.

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APPENDIX

SURVEI KECERDASAN JAMAK

Tulislah Angka satu (1) pada bagian kanan dari masing pernyataan berikut jika Anda setuju atau sesuai dengan pengalaman Anda. Tulislah angka nol (0) jika tidak setuju atau tidak sesuai dengan pengalaman Anda. Perhatikan singkatan yang digunakan pada lembar kedua dibawah ini.

No.	Saya suka …		No.	Saya suka …	
1.	Mendengar lagu di radio, CD, atau HP.		33.	Mengamati gaya atau model pakaian, mobil, model rambut, dan lain-lain.	
2.	Belajar seni rupa, seni lukis.		34.	Mendaki gunung dan jalan-jalan.	
3.	Membaca buku, komik, majalah.		35.	Bersenandung dan bersiul-siul.	
4.	Bermain dan memelihara binatang.		36.	Menghitung angka-angka.	
5.	Pelajaran IPA dan Matematika.		37.	Bermain video games.	
6.	Berdiskusi tentang kehidupan.		38.	Bermeditasi, bertakhanus dan berzikir.	
7.	Berdansa, senam, atau sejenisnya.		39.	Ber-acting, drama komedi, pantomime.	
8.	Sering bersama kawan-kawan.		40.	Menulis, mencoret-coret, mengarang.	
9.	Menonton musik video di TV.		41.	Bermain catur dan game di laptop.	
10.	Bereksperimen, mengunjungi museum IPA.		42.	Perhatikan sesuatu di lingkungan: pohon, bunga, burung, tupai, dll.	
11.	Sepak bola, basket, badminton, dll.		43.	Menceritakan perasaan orang lain.	
12.	Menggambar, mengukir, kaligrafi mengecet, atau desain grafik.		44.	Pergi ke konser musik dan mendengarkan langsung secara live.	
13.	Melakukan sesuatu sendiri.		45.	Mengamati perubahan alam:	

				hujan, dll.	
14.	Menolong orang yang butuh		46.	Bermain kata, scrabble, teka-teki.	
15.	Mengingat lagu rap, atau melodi.		47.	Bermain game komputer sendirian.	
16.	Mengambil peran dalam persoalan besar.		48.	Mengatur berbagai kegiatan harian rumah dan sekolah.	
17.	Menghafal kosakata baru.		49.	Memotret, menciptakan gambar.	
18.	Percaya bahwa agama adalah sesuatu yang sangat penting.		50.	Merenung, mengkaji dan memahami perasaan sendiri.	
19.	Bekerja sendiri daripada dengan orang lain.		51.	Mondar-mandir ketika sedang memikirkan sesuatu.	
20.	Pergi ke kebun binatang, taman, dan akuarium.		52.	Memelihara lingkungan dan mendaur ulang.	
21.	Hasil karya seni dan memikirkan cara membuatnya.		53.	Menonton program sains pada saluran tertentu di TV.	
22.	Mengkaji nilai dari sesuatu.		54.	Seni bela diri, karate, bersepeda, dll.	
23.	Menata ruang atau taman.		55.	Menulis kegiatan atau catatan harian.	
24.	Menonton film tentang orang dan kehidupannya.		56.	Menghabiskan waktu bersama orang lain daripada sendirian.	
25.	Mengunjungi tempat yang menggugah perasaan.		57.	Merasakan jawaban yang benar dari sesuatu.	
26.	Menghabiskan waktu untuk menuliss dan memikirkan tentang diri.		58.	Berbicara melalui teleopn, HP. Sms, BB, atau teleconference.	
27.	Menyelesaikan persoalan yang masih misteri bagi semua orang.		59.	Menulis pikiran dan perasaan sendiri dalam buku diari.	
28.	Menjahit, pertukangan, model.		60.	Mencari tahu mana yang baik&buruk.	

29.	Belajar music, lagu, atau memainkan instrument.		61	Belajar lagu-lagu baru dan menghafalnya dengan mudah.	
30.	Selalu berada di luar rumah.		62.	Berbicara dalam forum diskusi.	
31.	Menulis surat, e-mail, FB, twitter		63.	Menafsir sesuatu dengan benar.	
32.	Membuat pola, model, atau rumus.				

Kecerdasan	**Skor**		**Persentase Menurut Butir Pertanyaan**	**Proporsi dalam 100%**
Verbal		Interaktif		
Logis		Analitik		
Visual		Introspektif		
Musikal		Domain yang Dominan:		
Kinestetik				

Keterangan:

Verbal : 3, 17, 31, 40, 46, 55, 58

Logik : 5, 10, 27, 36, 41, 53, 63

Visual : 2, 12, 23, 32, 33, 37, 49

Musikal : 1, 9, 15, 29, 35, 44, 61

Kinestetik : 7, 11, 28, 39, 51, 54, 57

Interpersonal : 8, 14, 24, 43, 48, 56, 62

Intrapersonal : 13, 19, 26, 47, 50, 59, 60

Naturalistik : 4, 20, 30, 34, 42, 45, 52

Eksistensial : 6, 16, 18, 21, 22, 25, 38