DEVELOPING MULTIPLE INTELLIGENCES IN TEACHING ENGLISH FOR YOUNG LEARNERS

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Abstrak

Multiple Intelligences merupakan sebuah teori yang diperkenalkan oleh Howard Gardner (1983), di dalam teori ini di jelaskan bahwa untuk mengembangkan kecerdasan dan kemampuan siswa lebih baik tidak cukup hanya mengandalkan kecerdasan intelektual(IQ) saja. Ada delapan kecerdasan lainnya yang perlu dikembangakn oleh pengajar untuk mencapai tujuan pembelajaran dengan baik yaitu : (1) Linguistic Intelligence (2) Logical/Mathematical Intelligence (3) Musical Intelligence (4) Body/Kinesthetic Intelligence (5) Interpersonal Intelligence (6) Visual/Spatial Intelligence (7) Intrapersonal Intelligence dan (8) Naturalist intelligence. Pada akhirnya penulis berharap agar guru bisa mengembangkan teori pembelajaran ini sebagai salah satu alternatif dalam proses belajar dan mengajar Bahasa Inggris pada anak-anak.

Key words: *Multiple Intelligences, Young Learner.*

A.Introduction

According to Musthafa (2010) the status of English as a foreign language in Indonesia and as "local content" in elementary school entails extra hard work for teachers. This is so for at least three reasons. First, English as a Foreign Language means that the language has no/or very limited function in social intercourse in Indonesia. Learning English with no clear social function can pose a real challenge to teachers because the student learning motivation can be low and the exposure to the language use outside the class can be very limited. Second, as the decision to teach English to young learners is not complemented with a systematic preservice and inservice training, the teaching of English to elementary school children means a "perfunctory activity and this can put teachers' reputation on the line, it means that almost every English teacher for elementary school in Indonesia just teach the student by their own experience as a teacher without understanding and knowing about the way to teach young learner because they never got the training to teach English to young learners.

Multiple Intelligences may be used as a guideline to create classroom activity that relate to student interest. By following Multiple Intelligences teacher will be

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able to know each student's interest and the way to teach English based on it such as by song, poem, and short story and so on. Gardner's multiple intelligences also can be used for curriculum development, planning instruction, selection of course activities, and related assessment strategies. Instruction which is designed to help students develop their strengths can also trigger their confidence to develop areas in which they are not as strong. Students' multiple learning preferences can be addressed when instruction includes a range of meaningful and appropriate methods, activities, and assessments.

According to Linse (2006:2) young learners are defined as children between age five to twelve, and commonly they are in elementary school. Also Scoot an Yterberg (1993:1) stated that young learners are children between age five to ten.

According to Lindsay and Knight (2006:47) listening is a receptive skill; we receive the language rather than produce it. Even though listening is a receptive skill it is not passive one. It can be both passive and active skill. Linse (2006: 25) mentioned that by listening children are preparing to replicate the sounds when they are speaking; children are able to match the sounds with the corresponding symbol when they decode words. According to Scott and Ytreberg (1993: 22) there are five listening activities for children in classroom there are, listening and do, listening for information, listening and repeat, listening to a story, and independent listening.

According to Lindsay and Knight (2006:57) speaking is a productive skill. In involve putting message together, communicating the message, and interacting with other people. When developing speaking skills of young learners, teachers should provide the balance between controlled and guided activities and allow children to enjoy natural talk in the classroom (Scott & Ytreberg 1990, 33). Scott and Ytreberg (1993: 35) mentioned that there are five speaking activities for children in classroom to improve their speaking ability there are, presenting new language orally, controlled practice, guided practice, dialogues and role play, and free activities.

Linse (2005:69) said that Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.For second language learners there are three different elements which impact reading: the child's background knowledge, the child's linguistic knowledge of the target language, the strategies or techniques the child uses to tackle the text (Peregoy and Boyle 2004 in Linse 2005:69)Scott and Ytreberg (1993:40) states that there are two reading techniques there are reading aloud and silent reading

Olson in Linse (2005:98) said that concepts of writing are very important to young writers. When teaching writing to young learners we must recognize the complexity of the process in writing itself. Young learners need to know that a final piece of writing or the product such as text has grown out of many steps which make up the process. Scott and Ytreberg (1993: 35) mentioned that there are three writing activities to improve children writing ability. First is a controlled writing activity, second is guided writing activity, and third is a free writing activity.

Verbal/linguistic intelligence involves sensitivity to spoken and written

language, the ability to learn languages, and the capacity to use language to accomplish certain goals (Gardner 1993). People with high Linguistic Intelligence show abilities with words and languages. They like reading, writing, telling stories and playing word games (Armstrong 2000:22). They are sensitive to sound structure and how language and words function (Armstrong 2000:4).Laughin (1999) mentioned that the characteristic of verbal/linguistic intelligences are (1) listens and responds to the sound, rhythm, color, and variety of the spoken word; (2) learns through listening, reading, writing, and discussing; (3) listens effectively, comprehends, paraphrases, interprets, and remembers what has been said; (4) reads and speaks effectively, comprehends, summarizes, interprets or explains, and remembers what has been read; (5) exhibits ability to learn other languages and uses listening, speaking, writing, and reading to communicate, discuss, explain and persuade.

People with high Logical-Mathematical Intelligence have the ability to use numbers effectively and are sensitive to logical patterns and relationships (Armstrong 2000:2).They like experimenting, questioning and figuring out logical puzzles (Armstrong2000:22). A person with well-developed logical/mathematical intelligence usually (1) demonstrates skill at logical problem-solving; (2) enjoys complex operations such as computer programming, or research methods; (3) thinks mathematically; (4) expresses interest in careers such as accounting, computer technology, law, engineering, and chemistry (Laughlin, 1999).

A person with well-developed intrapersonal intelligence usually (1) is aware of his range of emotions; (2) finds approaches and outlets to express his feelings and thoughts; (3) works independently and is curious about the "big questions" in life: meaning, relevance, and purpose; (4) attempts to seek out and understand inner experiences; (5) gains insights into the complexities of self and the human condition; (6) strives for selfactualization (Laughlin,1999).People with high Intrapersonal Intelligence have great self-knowledge and they have an accurate picture of themselves. They know about their strengths and weaknesses as well as their motivations, desires and intentions (Armstrong 2000:2). They are good at setting goals for themselves, planning and reflecting on their work. They prefer to work alone (Armstrong 2000:22).

A person with well-developed interpersonal intelligence usually (1) forms and maintains social relationships and recognizes and uses a variety of ways to relate to others; (2) perceives the feelings, thoughts, motivations, behaviors, and lifestyles of others; (3) influences the opinions or actions of others; (4) understands and communicates effectively; (5) adapts behavior to different environments or groups; (6) expresses an interest in interpersonally-oriented careers such as teaching, social work, counseling, management, or politics (Laughlin, 1999). People who have high Interpersonal Intelligence are usually friendly and are sensitive to others' moods, feelings and motivations (Armstrong 2000:2). They like leading, organizing and relating and work best as part of a group (Armstrong 2000:22)

A person with well-developed bodily/kinesthetic intelligence usually (1) explores the environment and objects through touch and movement; (2) learns best by direct involvement and participation and remembers most clearly what

was done, rather than what was said or observed; (3) enjoys concrete learning experiences such as field trips, model building, or participating in role play, games; (4) is sensitive and responsive to physical environments and physical systems; (5) demonstrates skill in acting, athletics, dancing, sewing, etc; (6) may express interest in careers such as those of an athlete, dancer, surgeon, or builder (Laughlin, 1999). In this category people are generally skilled at physical activities such as sports or dance and often prefer activities which include movement. They may enjoy acting, dancing, touching, gesturing and in general they are good at building and making things. They like hands-on learning and tangible experiences (Armstrong 2000:22).

A person with well-developed visual/spatial intelligence usually (1) learns by seeing and observing; (2) recognizes faces, objects, shapes, colors, details, and scenes; uses visual images as an aid in recalling information; enjoys drawing, painting, etc; (5) creates concrete or visual representation of information; (6) expresses interest or skill in being an artist, photographer, engineer, architect and designer (Laughlin, 1999). The Spatial Intelligence has to do with vision and spatial judgment. They have a strong visual memory and are often artistic. They are sensitive to colors, shapes, form, space and the relationships that exist between these elements (Armstrong 2000:2). They like designing, drawing and visualization (Armstrong 2000:22).

It entails skill in performance, composition, and appreciation of musical patterns (Gardner, 1999:42). It includes sensitivity to pitch, timbre, and rhythm of sounds, as well as responsiveness to the emotional implications to these elementsThis intelligence has to do with rhythm, music and listening. People who have high Musical Intelligence are more perceptive to sounds, rhythms, tones and music. They like singing, whistling, humming and tapping feet and hands (Armstrong 2000:22).

People with high Naturalistic Intelligence possess expertise in the flora and fauna of the environment. They might like playing with pets, gardening, investigating nature and caring for the Earth (Armstrong 2000:22).Baum et al (2005:19) mentioned that the characteristic of people with naturalist intelligence are: the ability to understand the natural world well and to work in it effectively, Allows people to distinguish among and use features of the environment, is also applied to patterning abilities

B. Discussion

a.The Advantages of Using Multiple Intelligences in the Classroom

There are some advantages in teaching English for young learners by developing multiple intelligences. First, Students will get the opportunity for authentic learning based on their needs, interests and talents. Second, they will feel more comfortable to share all of their ideas in front of the class by their own way. Third, Multiple Intelligences can be used as a tool to achieve learning goals in teaching and learning activity. Fourth, by using multiple intelligences teacher can create many fun activities to make student learn and understand the material. Fifth, Multiple intelligences care for individual differences in learning.

b.Some ways to develop Multiple Intelligences in the classroom
1.Classroom environment and tools

Before developing multiple intelligences in the classroom, the first thing that the teacher need is to create a classroom with comfortable environment and have all of the facilities that can support student in learning English. Teacher may decorate the classroom with picture, colorful paper and so on

2.Classroom Activities

Student will learn the topic about Halloween, for each intelligence there are different activities.

a. Linguistic Intelligence: they will learn well by writing exercise and practice new vocabulary that related to the topic

b. Mathematical Intelligence: They will learn the Halloween topic well by playing crossword and word search games.

c. Interpersonal Intelligence: They can work with essay, diaries or rubric and self assessment form. They have chance to learn about Halloween by their own way and can do self assessment. Then student can make their own planning by following the worksheet

d. Intrapersonal Intelligence: Working with group is the best way to make them understand the Halloween material, because every child with interpersonal intelligence is people who loved to work in group. Then, the teacher can create a group work play board.

e. Bodily kinesthetic Intelligence: They can play a game that related to Halloween topic, they can play a guess who game, they will act just like someone or something that related to Halloween

f. Spatial Intelligence: they can create a Halloween poster they may work individually or work in group

g. Musical Intelligence: singing a song about Halloween or ghost and read poetry about Halloween

h. Naturalist intelligence: find animals or plants that related to Halloween

C.Conclusion

Multiple Intelligences is a good way to teach English for young learner students. There are at least eight intelligences in every person. There are linguistic intelligence, mathematical intelligence, interpersonal intelligence, intrapersonal intelligence, bodily kinesthetic Intelligence, spatial intelligence, musical intelligence and naturalist intelligence.

By develop Multiple Intelligences in the classroom it will make student get opportunity for authentic learning based on their needs, interests and talents. Then by developing multiple intelligences in the classroom it will make students enjoy in learning process and will feel comfort and confident. Multiple Intelligences also care for individual differences in learning process.

Note : This article is written based on the writer's paper supervised by Dra. An Fauzia Rozani Syafei, M.A

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