

Learning english

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LEARNING ENGLISH THROUGH MULTIPLE INTELLIGENCES GAMES

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ABSTRACT

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There are various learning methods offer learning activities that are able to accommodate the needs of students in interacting with objects, friends and the environment around them with different student characters, call it the Multiple Intelligences (MI) game. This method was introduced by Howard Gardner in 1983 in his book entitled *Frame of mind*. In MI theory it is explained that human intelligence consists of eight, namely linguistic intelligence, logic-mathematics, physical, musical, visual, interpersonal, intrapersonal, and natural. The eight intelligences can be activated simultaneously in a variety of learning activities in the process of learning and teaching English. In his theory, Gardner (1983: 87) "as with all human activities, language learning is a complex interaction of number intelligences. This model offers a cognitive explanation for the differences in children second language communicative competence, which the traditional views of intelligence do not "explain that language learning is an interaction between intelligence that is very complicated in all human activities, using the MI method, students' communication skills through cognitive or intelligence are simultaneously activated will provide convenience in the learning and teaching process. MI learning methods that enable students' multiple intelligences to become a phenomenon or trend in Kampus IPDN. According to the author's initial observations, Kampus IPDN that apply the MI method in teaching English are an attraction for parents to entrust their children's education. Based on interviews with several parents who were successfully collected by researcher they expressed the reasons for the success of the implementation at Kampus IPDN in improving the quality of education and quality of graduates (outcome) one of them because of the teaching methods used. This research uses descriptive qualitative method which the data collection method used in depth interview, observation and documentation. It is highly recommended that Multiple Intelligences Games to be used in each English Subject as the result of this research that the students are badly enjoyed the class and full of enthusiasm to play it.

Keywords: Multiple Intelligences Games, attractive games, teaching methods

INTRODUCTION

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The importance of the role of English in the learning and teaching process requires an appropriate method to improve students' English ability with fun learning activities and interested students. The ability of teachers to create a variety of learning activities that can interact with objects and their surroundings to improve their thinking, language, vision, and behavior foundation and can encourage the students' willingness to learn to be an important role in the teaching and learning process. This was expressed in Piaget's theory (1963: 34):

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"young learner's foundation of thinking, language, vision, attitudes, and other characteristics develop through the direct interaction with things and environment around them. In this case, foreign language learning must consider the needs and characteristics of young learners in order to be successful in learning.

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Various learning methods offer learning activities that are able to accommodate the needs of students in interacting with objects, friends and the environment around them with different student characters, call it the Multiple Intelligences (MI) method. This method was introduced by Howard Gardner in 1983 in his book entitled *Frame of mind*. In MI theory it is explained that human intelligence consists of eight, namely linguistic intelligence, logic-mathematics, physical, musical, visual, interpersonal, intrapersonal, and natural. The eight intelligences can be activate simultaneously in a variety of learning activities in the process of learning and teaching English. In his theory, Gardner (1983: 87) "as with all human activities, language learning is a complex interaction of number intelligences. This model offers a cognitive explanation for the differences in children second language communicative competence, which the traditional views of intelligence do not "explain that language learning is an interaction between intelligence that is very complicated in all human activities, using the MI method, students' communication skills through cognitive or intelligence are simultaneously activated will provide convenience in the learning and teaching process.

MI learning methods that enable students' multiple intelligences to become a phenomenon or trend in schools that thrive in Indonesia. According to the author's initial observations, schools or campus that apply the MI method in teaching English are an attraction for parents to entrust their children's education. Based on interviews with several parents who were successfully collected by researchers, they expressed the reasons for the success of the implementation in schools in improving the quality of education and the quality of graduates (outcome) one of them because of the teaching methods used.

The research problem is limited to the learning strategies and activities of learning English using the MI method in Kampus IPDN with the following problem formulation:

- 1) What is the English learning strategy using the MI method in Kampus IPDN? ;
- 2) What is the activity of learning English using the MI method in Kampus IPDN? This study aims to explore information about learning strategies and learning activities in English using the MI method in Kampus IPDN.

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Learning in essence has a meaning as a process carried out by individuals to obtain a change, an interaction with the surrounding environment that is composed includes human elements, materials, facilities, equipment, procedures that affect each other in achieving goals. This is supported by the theory expressed by Surya (2003) "learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of experience of the individual himself in interacting with his environment". While Hamalik (1995) revealed that learning is a combination that is composed including human elements, materials, facilities, equipment, procedures that most influence in achieving learning objectives.

Based on several theories above, concluded that a learning requires a process to achieve the learning objectives themselves.

The learning process has a broader meaning and understanding than the meaning of teaching. The learning objectives according to the Ministry of National Education (2003: 19) are the achievement of learning competencies. The level of one's language proficiency is not only influenced by age but also other factors, such as the type of program and curriculum, the length of learning, techniques and activities used (David, 2000). Therefore, the approaches, methods, strategies, teaching techniques, and media and learning activities are left to the teaching manager in accordance with the existing capacity and resources with the stipulated competency requirements that can be achieved in addition to being supported by school facilities and infrastructure. Likewise, the success of achieving English learning goals is very much determined by these components.

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Meanwhile the aim of learning English is so that students can communicate in English both verbally and in writing smoothly and in accordance with their social context (Ministry of National Education, 2003: 15). Students' English competencies include skills: listening, reading, speaking and writing.

Listening means understanding various meanings (between individuals, opinions, textbooks) various oral texts that have a specific communicative purpose, text structure, and linguistics. Speaking means expressing various meanings (between individuals, opinions, textbooks) through various oral texts that have a specific communicative purpose, text structure, and linguistics. Reading means understanding various meanings (between individuals, opinions, textbooks) in various written texts that have specific communicative objectives, text structures, and linguistics. Writing means expressing various meanings (between individuals, opinions, textbooks) in various written texts that have a specific communicative purpose, text structure, and linguistics.

Communicating verbally and in writing using various languages fluently and accurately is the main goal of learning English (MONE, 2003: 16). Language skills are an obligation that must be possessed by students after learning English.

Oxford (1990: 8) provides a more detailed definition of learning strategies as "specific actions taken the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." According to Sanjaya (2006) learning strategies are defined as action plans (series of activities) including the use of methods and the use of various resources / strengths in learning. Kemp (1995) says learning strategies are a learning activity that must be done by teachers and students so that learning objectives can be effectively achieved and efficient. While Dick and Carey (1985) say that learning strategies are a set of learning materials and procedures that are used together to produce student learning outcomes. Based on the three theories one can draw an understanding that learning strategies are a set or series of learning activities that is designed and planned a teacher and followed by students using methods, materials, resources and procedures that are arranged effectively and efficiently to achieve learning objectives.

Learning activities are very important for students, because they provide opportunities for students to interact with the object being studied as widely as possible, because then the process of acquiring the knowledge that occurs will be better. Learning activities is a series of learning activities (Sardiman, 2003: 95).

Based on the description above can be interpreted that learning activities are student involvement in the form of attitudes, thoughts, attention in learning activities in order to support the success of the learning process and to benefit from these activities.

Multiple Intelligences (MI), according to Gardner (1983) in his book *Frame of Mind: The Theory of Multiple Intelligences*, there are eight types of intelligence possessed by each individual, namely linguistics, logic - mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist. Through these eight types of intelligence, each individual is able to process information that will enter him. Therefore Armstrong (2002) states, intelligence is a capital to improve the ability of each student and make them the champions, because basically every child is intelligent. An explanation of compound intelligence or MI is as follows:

1. Linguistic intelligence is the ability to think in the form of words and use language to express and appreciate complex meanings, which include the ability to read, hear, write, and speak up.
2. Logical-mathematical intelligence is the ability to calculate, measure and consider propositions and hypotheses and complete mathematical operations.
3. Musical intelligence (Musical intelligence) is the intelligence of a person associated with sensitivity to the pattern of tone points, melody, rhythm, and tone. Music is a listening language that uses three basic components, namely the tone of voice, rhythm and tone of color that uses a unique symbol system.
4. Kinesthetic intelligence. (Bodily - Kinesthetic Intelligences) is learning through action and experience through the five senses. Kinesthetic intelligence is the ability to unite the body or mind to perfect physical performance. In everyday life can be observed in actors, athletes or dancers, inventors, goldsmiths, mechanics.

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5. Visual-spatial visual intelligence is the ability that enables visualizing information and synthesizing data and concepts into metaphors visual.
6. Interpersonal Intelligence (Interpersonal Intelligence) is the ability to understand and communicate with others in terms of differences, temperament, motivation, and ability.
7. Intrapersonal Intelligence (Intrapersonal Intelligence) is a person's ability to understand oneself from desires, goals and emotional systems that emerge clearly in his work.
8. Natural Intelligence (Natural Intelligence) is the ability to recognize flora and fauna to sort out in full the natural world and use these abilities productively for example for hunting, farming, or conducting biological research.

The theory about the part of the human brain introduced by Gardner (1999), the brain in humans consists of right and left parts. The shape of the human brain resembles the folds are divided into two different parts and the function is very unique. The two parts are interconnected with each other through a very thick neural network that is at the base of each part. Connecting these two parts is called the corpus collosum. The link is like an internet cable or network link on two very powerful and fast computer processors, each connecting cable running a different program from the same source. The left part of the body is connected to the right part of the human brain and vice versa the right part of the body is connected to the human left brain.

Multiple intelligence can be developed by maximizing brain function in each part. Table 1. Describes the distribution of each part of the human brain in developing Multiple Intelligences.

Table 1. The Distribution of Human Brain in the Development of MI

Intelligence	Neuron System (Area Primer)	Development	Function of Comprehension
Linguistic	<i>Left temporal dan frontal lobes</i>	Develop at the beginning childhood; stay strong until old age	Oral history, story, literature
Logic- Math	<i>Left frontal dan right parietal lobes</i>	Reaching the peak of development in adolescence and early adulthood, experiencing setback rapidly after the age of 40	Scientific innovation, math theory, counting and system
Spatial	<i>Posterior regions of right Hemisphere</i>	Thought does not change early in childhood to form a paradigm at the age of 9-10, the ability of art to last into old age	Art work, direction system, architecture, design, invention
Fisik - Kinestetik	<i>Cerebellum, basal ganglia, motor cortex</i>	Varies according to components (strength, flexibility) or region (gymnastics, basketball, clowns)	Crafts, athletic performances, dramatic works, dance forms, sculpture

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Musik	3 <i>Right temporal lobe</i>	2 The earliest intelligence in the formation of earliest intelligence to develop; Skill is more usually through a developmental crisis	Music composition, appearance, recording
Interpersonal	<i>Frontal lobes, temporal lobe (especially right hemisphere), limbic system</i>	2 Affection / affinity during the first 3 years of critical period / gold	Document Politic, social institution
Intrapersonal	<i>Frontal lobes, parietal lobes, limbic system</i>	Formation between boundaries "Alone" and "others" in the first 3 years of critical period	Religious system, psychology system, the order of ceremony
Naturalis	<i>Bagian left parietal lobe penting untuk membedakan benda hidup dan mati</i>	16 It is seen dramatically in some young children, schooling or increasing formal and informal experience	Story classification system, natural, animal, ghost, myths

Source: Armstrong (2000: 5)

METHOD

19 This study used case study method. According to Yin (1996) case studies are a method of social sciences. Case study research is one of the superior methods for understanding complex problems and can add strength to something already known through prior research (Dooley, 2005: 335).

Research with this type of case study aims to find out about something in depth. So in this study, researchers will use the case study method to uncover learning strategies and learning activities in English using MI in Kampus IPDN.

According to Moleong (2007:127-148),

There are four stages in conducting research which are as follows:

1. Pre-observation stage

The researcher conducted a preliminary observation by looking for the subject as a resource. During this process the researchers conducted a field study of the background of the study, looking for data and information about learning strategies and learning activities in English using MI in Kampus IPDN. The researcher also made scientific confirmation through searching the book's literature and supporting research references. At this stage the researcher carries out a research design which includes an outline of the research methods used in conducting the research.

2. Stage of field research

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Researchers began to conduct comprehensive observations and interviews with data sources in order to collect data on learning strategies and learning activities in English using MI in Kampus IPDN.

3. Data analysis stage

The stage of this research is data analysis. Researchers in this stage carry out a series of processes of qualitative data analysis to the interpretation of data that has been obtained previously. In addition, researchers also went through the process of reducing, triangulating and verifying data that was compared with different literary theories and data sources.

4. Report preparation stage

In this stage the researcher compiles the research results into a systematic scientific report after going through the process of triangulation and data verification.

The subjects in this study were the students at Kampus IPDN Jatinangor who used the MI method in learning English. Two classes, E1 and E2 at each prodi as a sample.

Data collection techniques in this study are as follows:

1. In-depth Interview (In-depth Interview)

In this study, researchers interviewed students, teachers and parents to obtain data on learning strategies and English learning activities using the MI method in Kampus IPDN.

2. Observation

In this study observations were made in the classroom to observe the teaching and learning process of English with the MI method in order to obtain data about learning strategies and learning activities.

Data triangulation techniques are used to test the validity of the data obtained so that it is truly in accordance with the aims and objectives of the study. Data triangulation is a data checking technique that utilizes something other than the data for checking purposes or as a comparison of the data (Moleong, 2007: 330). The triangulation used in this study is triangulation with sources and methods, which means comparing and checking the accuracy and similarity of information obtained through time and different tools in qualitative methods (Patton in Moleong, 2007: 330). The researcher triangulated observational data with interviews, researchers also triangulated interview data obtained from teachers, students and parents.

The data analysis technique used in this study refers to the concept of Milles & Huberman (1992: 20), an interactive model that classifies data analysis in three steps, namely:

1. Data Reduction

2. Presentation of data (Display Data)

3. Drawing conclusions

(Verification)

DISCUSSION

1. English Learning Strategies with the MI Method

From the data obtained from observations and interviews researchers get an idea that the learning strategies used by Kampus IPDN in learning English with the MI method are as follows:

From the data obtained from observations and interviews researchers get an idea that the learning strategies used by Kampus IPDN in learning English with the MI method are as follows:

a. Curriculum

Utilizing Kampus IPDN curriculum developed in various developed countries to enrich the which curriculum that has been modified to open up greater space as the efforts to generate student creativity based on the MI method. Curricula in Kampus IPDN that use the MI method focus on developing learning activities that are suitable for integrating reading, writing, listening and speaking skills. By using a comprehensive language approach

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help students develop intellectually, socially, emotionally, and physically positively. Students develop communication skills and use of vocabulary that will be linked to learning material. Learning activities emphasize a comfortable learning atmosphere in order to be able to create structured language structures with varied learning media. Students are encouraged to participate actively in order to build confidence in using English.

b. Material

The material used to teach is material taken from various sources other than the main source in the form of textbooks and is related to the learning concepts contained in the curriculum and the MI method used. Learning material is given supported by supporting media in the form of authentic media, images, videos and objects related to daily life. This refers to the principle of the MI method that learning material must be able to provide opportunities for students to develop knowledge in accordance with the intelligence they have without any restrictions; can be used for developing all the intelligence students have; able to provide space for students to learn independently and be applied in daily life; able to help students to conduct self-evaluation and develop lessons.

c. Human Resources

Academic Lecturers and Staff with Bachelor (S1) and (S2) educational backgrounds from linear disciplines who agree to develop the Kampus IPDN's vision and mission. The lecturer is equipped with the understanding that the lecturer is a facilitator to support the development of all abilities and creativity of students and not an "all-knowing being" authoritarian who treats students as a "dead" container stuffed with any material, more often irrelevant and not contextual to students' real needs and true educational goals.

d. Learning process

Curriculum material is delivered through activities oriented to interactivity, creativity and happy nuances by utilizing learning facilities in the room (in-door) and outside the room (out-door). Give special attention, in addition to cognitive aspects (conceptual), Affective Aspects (emotions and attitudes) and psychomotor (practice and habituation). This is not only limited to the learning process, but also to the assessment of student achievement. The classroom atmosphere is arranged according to the agreement between the teacher and students, making the process of teaching and learning activities more relaxed and students can easily accept the material delivered by the teacher.

2. Activity Learning English with MI Method

Detailed illustration of learning activities that integrate the development of students' language skills and multiple intelligences are as follows:

a. Linguistic Intelligence

Learning activities designed to improve linguistic intelligence in the form of essays, poetry, journalists and lectures. Learning activities are developed in more detail as illustrated in the following table:

a. Speak, read:

Read poetry

b. Read, write: Explore the dictionary by searching for synonyms and looking for other meanings

c. Writing: Write a daily writing that is continued and concluded to be a short story

d. Writing: Write a critical analysis of writing, music or drama

e. Speak, hear: Debate on controversial political issues

f. Speak, read, hear: Explore technology through writing and discussion

g. Reading, writing: Make a list of activities every day from waking up until it's time to go back to sleep at night. Choose one of the most preferred experiences to make a story

h. Writing: Writing poetry

i. Writing: Writing imaginative conversations

j. Speaking, reading, listening: Discussion

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- k. Listening, speaking, writing: Listening to friends' stories and reporting by playing the role of a reporter
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- b. Logical-mathematical intelligence This intelligence develops the ability to count, sum, do hypotheses and think logically. Learning activities are designed as follows:
- a. Writing, reading: Students make scientific reports, analysis, systematic
 - b. Read, write: Track a series of historical developments
 - c. Writing, reading, listening: Guessing an issue that is going to end will be like what with a logical analogy
 - d. Writing, reading: Using scientific means to report events
 - e. Writing, reading: Analyzing the chronology of the creation of a culture
 - f. Read, speak:
Read charts and tables
 - g. Write, read: Make a coherent activity table
 - h. Reading, writing: Making graphics related to economic, cultural, social and natural events
 - i. Writing, reading, listening and speaking: Looking for information for making products / works related to daily life and reporting coherently analysis and perception if the product is made with different materials and ways and presenting.
- c. Sp 37 Intelligence
- This intelligence is the ability to think in three dimensions, jobs that require this intelligence are fishermen, skippers, pilots, painters and architects.
- a. Write, read: Look for definitions of languages that are often used architecture, sculptors, pilots and other visual thinkers and show that the language they use is very different from the language used in everyday life
 - b. Reading, writing,
speak, listen: Observe, discuss, and write about slides featuring landscapes, historic buildings, artwork, advertisements, cultural artifacts and people
 - c. Read: Work with puzzle perspective
 - d. Reading, writing, listening: Analysis of art, posters and other visual media
 - e. Writing, reading: Demonstrating and comparing different game playing strategies from several cultures
 - f. Reading: Illustrate stories with colors, images and shapes
 - g. Reading: Using practical ways to count
 - h. Reading: Learn other cultures by painting and sculpting
- d. Physical Intelligence - Kinesthetic This intelligence is used to manipulate objects and practice physical abilities as a representation or realization of other intelligence.
- a. Speaking, reading: Role playing imitates the style of famous figures and gives a positive impression about the figure
 - b. Writing, listening: Interrupting writing activities with kinesthetic activities, such as breathing or movement exercises with eyes closed in the middle of writing, pay attention to the different ways they work before and after interruption
 - c. Listening, writing, speaking: Interviewing people around us who excel in athletes, gymnastics, dancing, etc. and make reports on the results of interviews about the characteristics of activities occupied by resource persons
 - d. Speaking, writing, listening: Role playing on the themes of different professions
- e. Music Intelligence
- This intelligence serves to maintain the memory of information received and train one's logic.

- a. Listening, writing: Students compare the different types of music, make a classification in the form of a table what types of musical instruments are used and the most dominant of each type of music
- b. Writing, reading, speaking: Making stories about the development of music in the world and presenting their writings
- c. Writing, reading: Making song lyrics from a story
- d. Listening, writing: Listening to music continues writing lyrics and interpreting the contents of the song's lyrics
- e. Writing, listening: Creating jingles for advertisements
- f. Interpersonal Intelligence
- a. Reading, listening: Learning is centered on students where students can work together to read material and complete assignments
- b. Reading, listening, speaking, writing: Jigsaw, cooperative learning, group investigation.
- c. Listening, talking: Telling stories with friends in turn
- d. Reading, listening, speaking: Panel discussion
- e. Reading, listening, speaking, writing: Students design their own learning activities according to the concepts given by the teacher as a group
- f. Reading, listening, speaking, writing: The class layout is made in a circle and students are given assignments to solve problems together
- g. Reading, listening, speaking, writing: Students create stories by collaborating.
- g. Intrapersonal Intelligence This intelligence is used to build and this intelligence is to understand and relate to others effectively. This intelligence requires harmony between the physical and the mind provide careful perceptions for planning and direction of life.
- a. Read, listen, write: Look at the life story and the success of a well-known individual figure
- b. Read, listen, write: Write a reflection of the lesson that has been received and analyze the strengths and weaknesses in following the lesson
- c. Read, speak, write: Read spiritual stories and tell the message implicit in the story
- d. Reading, writing: Make notes about the influence of mathematical concepts on daily life
- e. Writing: Writing self-reflection about experiences in the arts and music
- f. Reading, listening, speaking, writing: Discussions in a fanciful way, for example with a theme if students can travel to Mars.
- h. Naturalist Intelligence This intelligence is very useful for students to recognize, appreciate and preserve the objects around them both inanimate and living things
- a. Writing: Students are invited to observe living things around them and keep a journal based on their observations.
- b. Writing: Students make a classification table of types of plants and animals according to their biological characteristics after making observations.

CONCLUSION

1. English learning strategies using the MI method are applied to the use of curriculum, materials, human resources, and the learning process.
2. English learning activities using the MI method in Kampus IPDN are carried out with varied activities and are able to accommodate the development of speaking, reading, writing and listening skills in addition to developing multiple intelligences of the students themselves.

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