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The Portrayal of Multiple Intelligence Theory in English Teaching Strategy for Indonesian Secondary School

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***Abstract*—The present study aims at finding out students' intelligence and describing teacher's strategy in English teaching. The sample of this study is taken from two Islamic secondary schools and one public junior secondary school in Makassar, Indonesia. The total sample of this research is 120 students. Interview and inventory were employed to obtain the data. The result of the study showed that three students of the secondary schools have different dominant intelligence The students of Islamic junior secondary school (Pesantren IMMIM) have linguistic intelligence (56%), the students of public junior secondary school (SMP Neg.I) have interpersonal intelligence (25%), and the students of Islamic junior secondary school (SMP Wahdah) have interpersonal intelligence (20%). The teachers' present teaching strategies which were used by teachers of Islamic junior secondary school (Pesantren IMMIM Putra) was explanation, dialogue, simulation, reading and writing, English teacher of public junior secondary school (SMP Negeri I) applied explanation, reading, writing, mind mapping. English teacher of Islamic junior secondary school (SMP Wahdah) applied explanation, presentation, identification strategy.**

***Index Terms*—potrayal, multiple intelligence, theory, teaching, strategy**

I. Introduction

The English curriculum for secondary schools is developed in the framework of implementing the national educational system in a wider (http://www.teflin.org/journal/index.php/teflin/article/viewFile/126/114**)** socio-cultural and political context. The multicultural and multilingual context may both facilitate and impede the learning of a foreign language. A culture in which language is highly valued tends to impede creativity. Similarly, a top down political system, in which a commanding bureaucracy is the normal feature, will allow very little, if any opportunity for the subordinate to think critically and creatively (Madya, cited in Yeon , H, 2008, p.1-3).

Basically, Gardner' theory regarding implementing of multiple intelligences is that before teaching or presenting the materials, the teachers must know their students' intelligences so that students feel comfortable, interested, and motivated in learning English. Therefore, Indonesian English teachers need some strategies in Teaching English. This statement is in line with the Republic of Indonesia 2005 Teacher and Lecturer Act (Act No. 14/2005 on Teachers and Lecturers) that there is a set of knowledge, skills and (http://www.futureswithoutviolence.org/userfiles/file/ImmigrantWomen/Culture%20Handbook.pdf**)** behaviors that teachers or lecturers should have fully perform their professional tasks". This statement reveals that competency is a set of statements or descriptions that cover three key words: *skill*, *knowledge*, and *behavior* that could determine the effectiveness of performing an action. In relation to teaching, teacher competency is a set of description of skill, knowledge, and behavior required for performing effective teaching.

Furthermore, Gardner (1993) introduced the theory of multiple intelligence which postulated there are many different capabilities that result in many different ways of knowing, understanding, and learning about our world. (http://www.ijhssnet.com/journals/Vol_3_No_4_Special_Issue_February_2013/30.pdf**)** In intelligence theory, Gardner sets up certain basic tests that each intelligence had to meet to be considered a full-fledged intelligence and not simply a talent, skill, or aptitude. (http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx**).** So the criteria which are used including eight factors: (1) potential isolation by brain damage, (2) the existence of savants, prodigies, and other exceptional individuals, (3) a distinctive developmental history and a

definable set of expert ”End-State” (http://pages.ubbcluj.ro/monicazaharie/files/2013/10/Multiple_Intel_in_the_classroom_intro.pdf) performance, (4) an evolutionary history and evolutionary plausibility,(5) support from psychometric findings, (6) support from experimental psychological tasks, (7) an identifiable core operation or set of operations, (8) susceptibility to encoding in (http://pages.ubbcluj.ro/monicazaharie/files/2013/10/Multiple_Intel_in_the_classroom_intro.pdf) symbolsystem. Accordingly, teachers must be well informed of the fact that in every classroom there are students who are different from each other in many (http://www.willowbrookchristianchurch.com/) different ways (Amstrong, 2003, p. 8).

In relation to multiple intelligence theory was pioneered by Gardner 1983, other experts also observed it. They stated that there are eight intelligences that might be possessed by human beings. These intelligences are linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal and (http://rabiesalliance.org/media/news/new-educational-resources-for-rabies-prevention) naturalist intelligences (Gardner,1993, p.41-44; 2003, p.35-46, , Armstrong, 2003; 2004, 2009, p.7; Chatib, 2009 , p. 78-79; 2011, p.136-137 Gunawan, 2003, p. 107-146; Jasmine, 2007, p. 16-27). The following are descriptions of the intelligences that support the data presented.

1. *Linguistic intelligence* involves the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language and pragmatic dimensions or practical uses of language . Some of these uses include rhetoric (using language to remember information), explanation (using language to inform), and (http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx) meta language (using language to talk about itself)

2. *Logical-mathematical* intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing. (http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx)

3. *Spatial intelligence* involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in (http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx) spatial matrix

4. *Musical intelligence* includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece. (http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx)

5. *Bodily-kinesthetic* intelligence includes expertise in using one’s whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or dancer) and facility in using one’s hands to produce or transform things. (http://www.ccsenet.org/journal/index.php/elt/article/download/20896/13632) This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive tactile, and haptic capacities. (http://multiple-intelligences.wikispaces.com/Descriptions+of+the+key+features%2C+strategies+and+tools)

6. *Interpersonal intelligence.* The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures: the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way.(http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx)

7. *Intrapersonal intelligence*. Self-knowledge and the ability to act adaptively on the basis of that knowledge.(http://www.museumofplay.org/education/educational-philosophy/multiple-intelligences) The intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, temperaments. And desires, and the capacity for self-discipline, self-understanding and self-esteem. (http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx)

8. *Naturalist*. Expertise in the recognition and classification of the numerous species-the flora and (http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx) fauna of an individual’s environment. This also includes sensitivity to other natural phenomena (http://www.ccsenet.org/journal/index.php/ijbm/article/download/5941/4722) and in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers. (http://www.ascd.org/publications/books/109007/chapters/The-Foundations-of-MI-Theory.aspx)**]**

A. M I Theory and Teaching Strategy

Several multiple intelligences (MI) in teaching strategies which can be described as follows.

1. Teaching Strategies for Linguistic Intelligence

Linguistic intelligence is perhaps the easiest intelligence to develop strategies for, because so much attention has been given to its cultivation in the schools. The five strategies described below are accessible to a broader range of learners because they emphasize open-ended language activities that bring out the linguistic intelligence in every learner.(Armstrong, 2009, p.73-98). (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

a. Storytelling

Storytelling has traditionally been seen as entertainment for children in the public library or during special enrichment times in the classroom. However, it should be viewed as a vital teaching tool, for so it has been in cultures all over the world for thousands of years. When using storytelling in the classroom, weave essential concepts, ideas, and instructional goals into a story that (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) we tell directly to students. Although storytelling is usually thought of as means of conveying knowledge in the humanities, it can be applied in mathematics and science as well. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

b. Brainstorming

The brainstorming can be about anything: words for a class poem, ideas for developing a group project, thoughts about material in ((http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) lesson being thought, suggestions for a class picnic. The general rules for brainstorming are: participants share whatever comes to mind that is relevant, no put-downs or criticisms of any idea are allowed, and every idea counts. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

c. *Tape Recording*

Tape recording or audio recording devices, including some software, are among the most valuable learning tools in any classroom. This is because they offer students a medium through which to learn about their linguistic powers and help them employ verbal skills to communicate, solve problems, and express inner feelings. Students can use tape recorders to "talk out loud" (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) a problem they are attempting to solve or project they are planning to do.

d. Journal Writing

Keeping a personal journal involves students in making on going written records related to a specific domain. The domain can be broad and open-ended (Write about anything (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) we are thinking about or feeling during the class day), and journals can be kept in math (Writing about our strategy for solving this problem), literature (keep an ongoing record of our responses to the books we are reading) or other subjects. They can be kept entirely private, shared only between teacher and student, (http://wiki.ubc.ca/images/b/b5/A_sample_of_Innovative_teaching_techniques.pdf) regularly read to the class. They can also incorporate multiple intelligences by allowing drawings, sketches, photos, dialogues and other nonverbal data. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

e. Publishing

In traditional classrooms, students complete papers that are turned in, grade, and then often thrown away. Many students exposed to this kind of routine begin to see writing as the dreary process of fulfilling an assignment. Educators ought to be sending students a different message; that writing is a powerful tool for communicating ideas and influencing people. (http://www.ascd.org/pdi/mi/read3-1.html)

Publishing takes many forms. Students can submit their writing to a class or school newspaper, a city newspaper, a children's magazine, or some other publishing source that accepts (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) students work.

2. Teaching Strategies for Logical-Mathematical Intelligence

Typically, logical-mathematical thinking is restricted to math and science courses. There are components of this intelligence, however, that are applicable throughout the curriculum. The emergence of the critical-thinking movement certainly suggests one broad way in which logical-mathematical intelligence has affected the social sciences and humanities.
(http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) There are five major strategies for developing logical-mathematical intelligences that can be employed in all school subjects

a. *Calculations and Quantifications*

In line with school reform efforts, teachers are being encouraged to discover opportunities to talk about numbers both inside and outside the math and science arena. In subjects such as history and geography, we may focus regularly on important statistics: live lost in wars, populations of countries, and so forth. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

b. Classifications and Categorization

The logical can be stimulated anytime information is put into some kind of rational framework, whether the data be linguistic, logical-mathematical, spatial, or any other kind. For example, in a unit on the effects of climate on culture, students might brainstorm a random list geographic locations and then classify them by type of climate (e.g., desert, mountain, plains, or tropical), (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) in a science unit on states of matter, the teacher might put the names of three categories such as gas, liquid, solid, at the top of columns on the blackboard and then ask students to list examples of things belonging to each category. Other examples of logical frameworks include 5W organizers (diagrams that answer who, what, when, where, and why questions), and (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) mind-map. The value of this approach is that disparate fragments of information can be organized around central ideas or themes, making them easier to remember, discuss, and think about. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

c. Socratic Questioning

The critical-thinking movement has provided an important alternative to the traditional image of the teacher as knowledge dispenser. In Socratic questioning, the teacher serves as a questioner of students' points of view. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) In relation to this point, the Greek sage Socrates is the model for this type of instruction. Instead of talking at students, the teacher participates in dialogues with them, aiming to uncover the rightness or wrongness of their beliefs. Students share their hypotheses about how the world works, and the teacher guides the "testing" of these hypotheses for clarity, precision, accuracy, logical coherence, or relevance through artful questioning (Paul, 1992 in Amstrong, 2003, p.78) (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

d. Heuristics

The field of heuristics refer to a loose collection of strategies, rules of thumb, guidelines, and suggestions for logical problem solving. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) Heuristics ca be regarded as a major teaching or learning strategy. Examples of heuristic principles include finding analogies to the problem wish to solve, separating the various parts of the problem, proposing a possible solution to the problem and then working backward, and finding a problem related to (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) ours and then solving it.

e. Science Thinking

This strategy is specially important given research showing that up 70 percent of a adults lack a fundamental understanding of the scientific process (Recer,2002 in Armstrong, 2009, p.79). There are ways to spread science thinking across the curriculum. For instance, students can study the influence important scientific ideas have had on history.(e.g., how the development of the atomic bomb influenced the outcome of World War II).They can study science fiction with an eye toward discovering if the ideas described are feasible. They can learn about global issues such as AIDS, overpopulation, and greenhouse (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) effect that require some science background to be well understood.

3. Teaching Strategies for Spatial Intelligenc

a. Visualization

This strategy helps students understand materials by visualizing the materials into pictures saved in their minds. One of the easiest ways to help students translate book and lecture material into(http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) picture whatever is being studied. The pictures in one's mind or the pictures in the external world, such as photos, movies, drawings, graphic symbols. (Chatib, 2011, p.119) (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

b. Color Cues

Many creative ways to put color into the classroom as (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) learning tool. Students can learn to use different colored markers to "color code" material they are studying. Use color to emphasize patterns, rules, or classifications during instruction (e.g., coloring all *th*'s red in a phonics lesson, using different colors to write about distinct historical stages in Greek history). Finally, students can use their favorite colors as a stress reducer when coping with difficult

(http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) problem.

c. Picture Metaphors

A metaphor involves comparing one idea to another, seemingly unrelated idea. A picture metaphor expresses this concept in a visual image. The educational value of using metaphors lies in establishing connections between what a student already knows and what is being presented. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

d. Idea Sketching

The Idea Sketching strategy involves asking students to draw the key point, main idea, central theme, or core concept being taught. This strategy can be used to evaluate a student's understanding of an idea, to emphasize a concept, or to give students ample opportunity to explore an idea in greater depth. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

e. Graphic Symbols

One of the most traditional teaching strategies involves writing words on a blackboard. Less common, especially after primary school, is drawing pictures on the board, even though pictures may be extremely important to the understanding of the spatially inclined student. Consequently, teachers who can support their teaching with drawings and graphic symbols, as well as words, may be reaching a wider range of learners. This strategy, then, requires (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) us to practice drawing at least some part of our lessons for instance, by creating graphic symbols that depict the concepts to be learned. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) For example:

- Showing the three states of matter by drawing a solid mass (heavy chalk marks), a liquid mass (lighter curvy marks).
- Indicating "root words" by putting little roots at the base of those words on the board.

Drawing a time line for a novel's plot or historical event and marking the line not only with dates and names but also with (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) picture that symbolize events.

4. Teaching Strategies for Bodily-Kinesthetic

a. Body Answers

Ask students to respond to instruction by using their bodies as a medium of expression. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) For example, students raise their hands when they understand. Other body answers are also suggested such as:

a) Shaking head when students do not understand;
b) Blinking one eye to sign something secret;
c) Waving hands to say goodbye;
d) Making flying motions with their arms when students are acting out as airplanes.

b. Classroom Theater

To bring out the actor in each of the students, ask them to enact the texts, problems, or other material to be learned by dramatizing or role-plating the content. For example, students might dramatize a math problem involving three-step problem solving by putting on three-act play. Classroom Theater can be as informal as a one-minute improvisation of a reading passage during class or as formal as a one-hour play at the end of the semester that sum up students' understanding of a broad learning theme. It can be done without any materials, or it may involve. (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

5. Teaching Strategies for Musical Intelligence

Rhythms, songs, raps, and chants are very helpful in teaching and learning process. This strategy provides relaxed atmosphere and help young learners remember the materials easily. Songs help learners understand the materials easily as they contain repetition and simple language. (Pinter, 2006 in Amstrong, 2009).

The use song is considered suitable for this strategy as it contained total physical response activities. It promote students' prior knowledge to touch mentioned parts of body correctly.

6. Teaching Strategies for Interpersonal Intelligence

Peer sharing can also evolve into peer tutoring (one student coaching or teaching specific material to another student) or cross-age tutoring (an older student working with a younger student in different class)

Simulation involves a group of people coming together to create an as-if environment. Simulations can be quick and improvisational in nature, with the teacher providing an instant scenario to act out: "Okay, you've just gotten off the boat from your (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-

%20Dokumen%20-%20MI%20T) to the New World and you're all standing around together. Begin the action!"(Armstrong, 2009, p.89-91; Chatib, 2011, p. 119).

7. Teaching Strategies for Intrapersonal Intelligence

one-minute reflection period can occur anytime during the school day, but it may be particularly useful after the presentation of information that is especially challenging or central to the curriculum. During this one-minute period (which can be extended or shortened to accommodate differing attention spans), there is to be no talking and students are to simply think about what has been presented in any way they'd like. Silence is usually the best environment for reflection, but (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) we occasionally might try using back ground "thinking" music as an option. Also, students should not feel compelled to "share" what they thought about, but this activity can be combined with peer sharing to make it both an (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) intra-and interpersonal activity.

8. Teaching Strategies for Naturalist Intelligence

Window onto learning. One of the classic images of an "inattentive" student in the classroom is of a child sitting at a desk looking wistfully out the window while, presumably, fantasizing about what she'd rather be doing! Why do kids want to look out the window? (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T) It's because when they see out there is more interesting than what is going on in the classroom.(Armstrong, 2009). (http://web.iaincirebon.ac.id/ebook/indrya/Kognitive&afective/Gale%20Virtual%20Reference%20Library%20-%20Dokumen%20-%20MI%20T)

B. Learning Theories

Theories of learning provide a philosophical basis which can guide the development course materials. Brown (2000,p.78) states that there are many theories which explain about learning, although he focuses on three perspectives on learning: behaviorism , cognitivism , and constructivism. Theory of learning has supported intelligence theory.

a. Behaviorism

Behaviorism as a theory was primarily developed by B.F.Skinner. (http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Learning_theory_(education).html) There are three basic assumptions are to be true. First, learning is manifested by a change in behavior. Second, the environment shapes behavior. Third, the principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process. (http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Learning_theory_(education).html) Behaviorists considered that learning is a stimulus and response action in the learner. They perceive that the role of teachers is as modification of behavior that is reinforced by the stimulus by setting up a situation.

b. Cognitivism

Two key assumptions underline this cognitive approach: (1) the memory system is an active organized processor of information; (2) that prior knowledge plays an important role in learning. Cognitive theories look beyond behavior to explain brain-based learning. Cognitivists consider how human memory works to promote learning. For example, the physiological processes of sorting and encoding information and events into short term memory and long term memory are important to educators working under the cognitive theory. The major difference between gestaltists and behaviorists is the locus of control over the learning activity. (http://aiobp.org/free/learning-theories.php)

c. Constructivism

Constructivism is revolution in educational psychology. Built on the work of Piaget and Brunner, constructivism emphasizes the importance of active involvement of learners in constructing knowledge for themselves. To design effective environments, one needs a very good understanding of what children know when they come to the classroom. (http://www.termpaperwarehouse.com/essay-on/Learning-Theories/84337) Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge or experience. (http://www.weegy.com/?ConversationId=B37CB93F) Constructivism itself has many variations, such as active (http://www.selfgrowth.com/articles/definition_learning_theories.html) learning, discovery learning, and knowledge building. Regardless of variety, constructivism promotes a student's free exploration within a given framework or structure. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Aspects of constructivism can be found in self-directed learning, transformational learning, and experiential learning. (Kanhadilok, 2013)

II. METHODOLOGY

The study was qualitative data which were taken from observation, inventory. Interview, Sample of this study was secondary school in Makassar which involved private school (SMP Wahdah), state school (SMP Neg.I) and Islamic school (SMP Pesantren IMMIM Putra Makassar).

TABLE 1.
THE RESPONDENTS' COMPOSITION

NO	Secondary School	The Number of Population		The number of Sample	
		Teachers	Students	Teachers	Students
1	Islamic junior secondary school (SMP Wahdah)	4	120	2	40
2	Islamic junior secondary school (Pesantren IMMIM Putra)	5	210	3	30
3	Public junior secondary school (SMP Neg. I)	6	300	2	30
	Total	15	630	7	100

Sample of this research took randomly to answer inventory and open questions. Inventory was conducted to identify students' intelligence. It covered 25 items of eight intelligences, while open question was conducted to know strategy which was used in teaching English. Both the result of the inventory and interview were analyzed by qualitatively.

III. RESULT AND ANALYSIS

A. *Profile of the Students' Multiple Intelligence*

To know students' intelligence, the researcher provided inventory which consisted of 25 items of eight intelligences. The result of identifying students' intelligence shows that three schools have different intelligence.

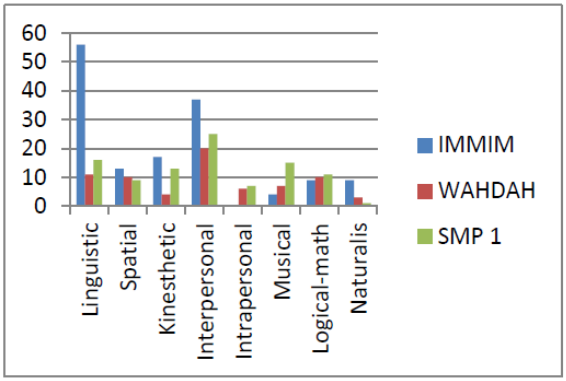

Figure 1. Multiple Intelligence Profile of Students

Figure 1 shows that students of public junior secondary school (SMP Neg. I) have strong interpersonal intelligence (25 %) and they have weak naturalist intelligence (1%), the students of Islamic junior secondary school (Pesantren IMMIM Putra) have a strong linguistic intelligence (56%), they have weak musical (5%), and the students of Islamic junior secondary school (SMP Wahdah) have a strong interpersonal intelligence (20%), and they have weak naturalist intelligence (5%).

B. *Teachers' Present Teaching Strategy*

The data of the teachers' interview describes that English teacher sometimes face difficulties to develop materials that prompt the use of teaching strategies. Teachers tend to traditionally teaching strayegies without understanding students intelligence differences. It indicates that English teachers of three schools applied different strategies when teaching English. The teachers of Islamic junior secondary school (Pesantren IMMIM Putra) mostly employed explanation, dialogue, simulation, reading and writing, while the English teachers of public junior secondary school (SMP Neg.I) applied explanation, reading, writing, and mind mapping. The English teachers of Islamic junior secondary school (SMP Wahdah) applied explanation, presentation, identification strategy.

IV. DISCUSSIONS AND CONCLUSIONS

According to Gardner (1993 in Amstrong, 2004,p. 2-3) there are eight intelligences, namely linguistic intelligence, logical-mathematic intelligence, spatial intelligence, bodily kinesthetic, musical intelligence, intrapersonal intelligence, interpersonal intelligence, and naturalistic. In addition, Gardner (1993) views that everyone possesses a number of distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences to solve problems, invent processes, and create things. (http://www.cal.org/caela/esl_resources/digests/MI.html) Therefore, the teachers have to consider their students' intelligence profile and learning strategy in developing materials.

The result of teachers' interview shows that the teaching strategies applied by the English teachers of Islamic junior secondary school (Pesantren IMMIM Putra) was linguistic inteligence (explanation, writing) and interpersonal intelligence (dialogue, simulation, presentation). The English teacher of public junior secondary school (SMP Neg.I) applied linguistic intelligence (explanation, reading, storytelling) and logical-mathematic intelligence (mind mapping), and English teacher of Islamic junior secondary school (SMP Wahdah) applied linguisitc intelligence (explanation, writing, reading) and logical-mathematic intelligence (identification).

While the result of the students' inventory shows that students of Islamic junior secondary school (Pesantren IMMIM Putra) have a strong linguistic intelligence, the students can respond well to a complex grammar explanation. Both students of public secondary school (SMP Neg.1) and students of Islamic secondary school (SMP Wahdah) have a strong interpersonal intelligence that might require a more interactive climate in learning.

The data show that the English teachers of three junior secondary schools mostly employed two intelligences, namely linguistic intelligence and logical-mathematic. While there are six intelligences (spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence) haven't applied when teaching English.

V. Conclusion

The Previous statements describe that students of Islamic junior secondary school (Pesantren IMMIM Putra) have a strong linguistic intelligence, while the students of Islamic junior secondary school (SMP Wahdah) and the students of public junior secondary school (SMP Neg.1) have strong interpersonal intelligence. The teaching strategies which were applied by the English teachers of Islamic junior secondary school (Pesantren IMMIM Putra) was linguisitc intelligence (explanation, writing) and interpersonal intelligence (dialogue, simulation, presentation). The English teacher of public junior secondar school (SMP Neg.I) applied linguistic intelligence (explanation, reading, storytelling), and logical-mathematic intelligence (mind mapping), and the English teacher of Islamic junior secondary school (SMP Wahdah) applied explanation, presentation, identification strategy. Based on Gardner's theory, in this case, teachers strategies have not accommodated students' intelligence differences, so the students still faced difficulties in learning English. Therefore, it is recommended that the teaching strategies be developed through the eight intelligences. Finally, This recommendation is expected to be useful for the teachers to be professional in teaching English, in order that the students are interested in learning English.

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