THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES IN IMPROVING STUDENT'S VOCABULARY MASTERY

Dias Tiara Putri Utomo
Universitas Muhammadiyah Lamongan
diastiara@umla.ac.id

Abstract

In 1983, Gardner proposed eight types of intelligences: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalistic intelligence. The intelligence can be improved by age and in certain ability level. Thus, in the context of classroom practice, teaching should be conducted variously. In this study, multiple intelligences theory was used to improve students' vocabulary mastery which done through classroom action research. The result showed that MI theory improved students' vocabulary mastery and students also showed positive responses toward the learning process.

Keywords: multiple intelligences, vocabulary mastery, students' responses

Abstrak

Pada tahun 1983, Gardner mengusulkan delapan tipe kecerdasan, yaitu kecerdasan verbal/linguistik, kecerdasan logika/matematikal, kecerdsaran visual/spasial, kecerdasan tubuh/kinestetik, kecerdasan musikal/ritmik, kecerdasan interpersonal, kecerdasan intrapersonal, dan kecerdasan natural. Kecerdasan dapat berkembang mengikuti usia dan level kemampuan tertentu. Oleh karena itu, dalam konteks praktik kelas, pengajaran seharusnya dilakukan secara bervariasi. Dalam penelitian ini, teori kecerdasan majemuk digunkan untuk meningkatkan penguasaan kosa kata siswa yang dilakukan melalui penelitian tindakan kelas. Hasil penelitian menunjukkan bahwa teori kecerdasan majemuk mampu meningkakan penguasaan kosa kata siswa dan juga siswa menujukkan respon positif terhadap proses pembelajaran.

Kata kunci: kecerdasan majemuk, penguasaan kosa kata, respon siswa

/

I. INTRODUCTION

Decades ago, intelligence was seen as a static status, unchangeable, as well as a birth-gift which could be assessed through intelligence quotient test or commonly named as IQ test. The test result, later on, might disclose one's intelligence including in what occupation he or she fitted in. However, many researchers felt that the notion toward intelligence was too narrow. Howard Garner, a professor of education at Harvard University challenged the notion of *the higher IQ test result, the smarter one is*. Through his book entitled *Frames of Mind*, Gardner proposed multiple intelligences (MI) theory. Gardner (2011:64) defines intelligence as ability in solving problems and creating products. He also believes that every single human being has his or her own way to be smart. Moreover, the good news is that everyone might possess multiple

intelligences because the intelligence is, basically, closely interrelated.

Furthermore, Lazear (1992:8) states intelligence can be improved by age and in certain ability level since it has a neuro-biological base. There must be, certainly, various ways to enhance and expand intelligence as well. Thus, in the context of classroom practice, teaching should be conducted variously. In fact that every student has different types of intelligences, teachers should apply diverse techniques in teaching.

In educational scope, the theory of multiple intelligences (MI) has been introduced and widely applied. There have been plenty of books published since Gardner introduced the theory. For instance, a book which was written by Fleetham (2006) entitled *Multiple Intelligences in Practice: Enhancing Self-esteem and Learning in the Classroom* addresses practical ideas and case studies of MI. It also contains how teachers use MI theory to enhance many aspects of teaching and learning. Another book was written by Hoerr et al. in 2010 titled *Celebrating Every Learner: Activities and Strategies for Creating a Multiple Intelligence Classroom.* It presents articles about MI theory and its implementations in eighteen New City School faculty members.

At the same time, the numbers of research based on the MI theory are emerging every year. Kezar (2001) wrote a review article which related to the implications of MI theory for higher education. The result was that she suggested the faculty to alter the teaching approach since MI theory promoted students different types of intelligences. In other words, she prompted the notion of facilitating students to meet their genuine potential through the change brought by the faculty and staff. The article written by Kezar (2001), again, emphasized the importance of various ways in teaching to appreciate students' difference of intelligences and lead them to be successful learners.

At the same time, living in this digital era, teachers are expected to apply digital learning. One of which is by maximizing the use of internet. As it is stated by Dudeney & Hockly (2007:8), internet provides opportunity for accessing authentic tasks and materials for teaching. In fact, there are plenty of internet applications which have been used and even suggested to apply such as *YouTube*. From *YouTube*, teachers may access various videos which can be used in teaching English. One of the video genres is animation videos. Gallacher (2003) mentions several benefits provided by animation videos. First, they create an attractive enjoyable learning. Second, children will gain the confidence through the repetition. Finally, videos can be used as best media in comprehending the word since students can see who the speakers are, where they are, and what they do.

On the other hand, the common problem faced by students especially for second language and foreign language learners is vocabulary mastery. This problem also happened in the seventh graders of SMPN 13 Malang. Based on the interview to the teacher and vocabulary test results, the students had problem in their vocabulary, whereas vocabulary mastery is very essential to the students in supporting their ability in mastering language skills. To show the importance of vocabulary, Harmer (2001:252) states that students can be very frustrated when they do not have words they need especially in productive task. Thus, the appropriate strategy and technique will be beneficial for students to master vocabulary.

In this paper, the researcher tries to implement the theory of Multiple Intelligences and its connection with digital learning through the use of animation video to improve students' vocabulary mastery.

II. REVIEW OF RELATED LITERATURE

Multiple Intelligences

In 1983, Howard Gardner published his book untitled *Frames of Mind* in which he mentioned seven types of intelligences, but later he added one more intelligence. Those eight types of intelligences are: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalistic.

The first intelligence is verbal/linguistic intelligence or called as the intelligence of words. It has to do with the intelligence when one communicates with each other in conversation either formally or informally. This is applied when someone writes poems, stories, final papers, or even simply like letters to friend. Furthermore, Puchta (2005:6) adds that the figurative languages such as, metaphor or similes which used in stories or jokes are also in the scope of linguistic intelligence. There are several exercises which can be used to activate verbal/linguistics intelligence as stated by Lazear (1992:11). One of which is by getting a book of word games such as crosswords or language-oriented table games like Scrabble. Another activity which can be done is by having discussion about certain topics or engaging students in friendly debate.

The second intelligence is logical/mathematical or also called as number and reasoning smart. This intelligence can be obviously seen when one is situated in problem-solving activity or in a situation which requires "scientific thinking'. In addition, Puchta (2005:6) states that logical intelligence is used when one tries to connect separate pieces of information and establishes the relationship among them. According to Lazear (1992:12), the exercises which can be used to activate logical intelligence are: doing step-by-step project such as building something or cooking and making mind-mapping of a movie.

The third kind of intelligence is visual/spatial intelligence or known as picture-smart. It is related to the ability in seeing something without finding any difficulties. For children, visual intelligence is about daydreaming, pretending to be invisible or having a journey far away. According to Lazear (1992: 13), this intelligence eases someone to win at chess, read map, or turn a design to real object. He continues on giving exercises to activate this intelligence such as, using imagination in pretending a character from literature and trying to express ideas with paints.

Body/kinesthetic intelligence is the fourth intelligence. It is about the perfection in movement to solve problems or create something. The kinesthetic intelligence makes possible for the body to do many things which are actually unknown by conscious mind. Dancers, football players, and actors commonly make use of this type of intelligence. The exercises to activate it are by performing different kind of activities which related to mood and using mime to express idea or opinion (Lazear, 1992: 13).

Musical intelligence is the fifth kind intelligence, which related to musical skills such as composing, performing, and appreciating music. Additionally, musical intelligence deals with the intelligence of tone, rhythm, and timbre. Listening to rhythmic patterns of environment then trying to express the feeling is one way to activate this intelligence.

The sixth intelligence is interpersonal intelligence or related to social understanding intelligence. It is called as social understanding since it includes the ability to understand other people and work well with others. Teachers and politicians could be the best example of people who use this

kind of intelligence. Lazear (1992:15) mentions exercises to activate this intelligence namely trying to support other people differently and practice listening intently.

Intrapersonal intelligence is the seventh intelligence or the intelligence of self-knowledge. It includes one's personal aspects such as, feelings, way of thinking, and spirituality. Additionally, Puchta (2005: 5) states a person who is strong in this intelligence requires time to be alone and does not feel pleasant if he or she spends much time socializing with others. As it is suggested by Lazear (1992: 17), one of the ways to activate the intelligence is by keeping a daily log or journal which contained one's feelings, ideas, or events.

The last type of intelligence mentioned by Howard Gardner is naturalistic intelligence or nature-smart. It deals with living in harmony with nature. Those who have this kind of intelligence are hunters, gardeners, farmer, or fishermen.

Animation Videos

As it is mentioned in the introduction, *YouTube* as a valuable resource provides plenty of videos. According to Smaldino et al. (2012:234), video is any electronic media format which employs motion pictures to deliver message. For classroom practice, video can be suitable in any classroom situation such as whole class, small groups, and individual project. According to Harmer (2001:282) there are many factors why video can be used in teaching and learning, two of which are: seeing language-in-use and motivating students. By using video, students do not only hear the language but also see the illustration in which can stimulate students' comprehension. Video also might increase students' level of interest when they can hear as well as see the particular event in it.

In this research animation video is chosen. Animation is a kind of optical illusion which involves the appearance of motion by displaying still image one after another. Many researches were conducted to know the impact of animation videos in classroom practice. The result showed that animation video might attract students' attention before, during, and even after the lesson. In her study, Devi (2012) found that animation video made the students motivated and enthusiastic during the learning process. Similar to Devi (2012), Fatonah (2015) explained that the students enjoyed the further activities in classroom after being showed the video at the beginning of the lesson. Video can help the students to comprehend word since they can see who is speaking, where the speakers are, and what they are doing. Furthermore, *YouTube* equips numerous animation videos which can be applied in teaching English. The availability of those videos gives opportunity for the teachers to discover the videos which suit with the material, students' needs, and levels.

In this study, the researcher formulated the research question as follow. "How can the multiple intelligences be implemented to improve students' vocabulary mastery?" The multiple intelligences theory is actually can be applied in any language skills and components improvement. However, in this study it is used to improve students' vocabulary mastery since the students had problem with it.

III. RESEARCH METHOD
Research Design

The design used in this research was a classroom action research or CAR. Classroom action research aims to solve problems happened in the classroom through certain instructional strategy. CAR is also conducted in order

to bring changes and improvement in teaching practice (Burns, 2010: 2). There are several CAR models; this research used Kemmis and McTaggart's model (1998) in Latief (2014:145). This model involves four main phases in a cycle and the cycle can be repeated by the following cycle if the result is not satisfactory yet. Those four main phases are: planning, acting, observing, and reflecting.

Classroom action research can be done either individually or collaboratively. This research was conducted in collaboration with an English teacher of SMPN 13 Malang who collaborated in identifying the problems, designing the test, making lesson plan, setting the criteria of success, and collecting the data.

Setting and Subjects of the Research

The research was conducted in SMPN 13 Malang which is located at Jalan Sunan Ampel II Kota Malang. The school has English subject twice in a week in which each session lasts for 80 minutes (2 x 40 minutes). SMPN 13 Malang has also been completed with multimedia tools such as, LCD projector. This makes possible to play the video in the classroom.

The subjects of the study were the students of 7A class semester 1 of SMPN 13 Malang in 2015/2016 academic year. This class consisted of 35 students (18 male and 17 female). The students were very active and could not focus on one activity for long period since they were still 11-12 years old. The researcher chose this class because this class had vocabulary mastery problem which was indicated by the interview result of the teacher.

The Cycle

CAR activities consist of planning, acting, observing, and reflecting. The result of the cycle is used to determine the need for following cycle.

In planning the action, the researcher prepared the lesson plan, materials, media, instruments, and research schedule. The researcher developed one lesson plan for two meetings in a cycle. It was constructed based on curriculum 2013 standard. It consisted of core competence, basic competence, indicators, teaching purpose, material, media, method, and teaching and learning activities. The materials were taken from basic competence 3.5 and 4.6 in the 7th grade syllabus of curriculum 2013 which states "… *menyatakan dan menanyakan nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari"* (to state and ask name and number of things in students' daily life). Additionally, the materials were taken from *When English Rings a Bell* book particularly chapter V, namely about naming and counting things in the school and house. The researcher also provided worksheet to ease students in learning vocabulary.

In this research, there were two animation videos used. The first video was about things in the school which provided by "EFL Kids Videos" untitled "Learn School Vocabulary Phrases 1" which duration was 2 minutes and 39 seconds. It can be downloaded at https://www.youtube.com/watch?v=SIl Qid2J7aE. The second video was provided by "Armagan Citak" untitled "My House/Furniture/Daily Routines" which can be downloaded at https://www.youtube.com/watch?v=EK LD4Arn_bs. The video duration was about 3 minutes and 19 seconds, but for this research it only needed the first 1 minute and 19 seconds. It contained vocabularies and phrases used in the house context. This video was chosen because the students had problem in vocabulary mastery especially things in the school and house materials.

There were two meetings in this study. The first meeting was done on November 3rd, 2015 and the second meeting was on November 5th, 2015. To know the students' progress, the vocabulary tests were done on November 10th, 2015.

The researcher acted as teacher who taught the students, meanwhile the English teacher acted as an observer. The instrument used in this step was observation notes. Then, to know students' responses toward the teaching practice, the students filled the questionnaires.

The data were obtained through vocabulary test results, questionnaires, and observation notes. They were analyzed quantitatively and qualitatively. The quantitative data were obtained through vocabulary tests to know students' vocabulary mastery improvement. The qualitative data were seen through questionnaires and observation notes to know students responses. Then, the results of the analysis were evaluated by comparing them with the criteria of success. The implementation was considered successful if 75% of the students or 26

students out of 35 students achieved score equal or higher than 75. Based on the school policy, 75 was the passing grade for English subject. Besides, the success of implementation of MI theory was also determined by the students' positive responses which could be seen through questionnaires and observation notes.

IV. FINDINGS

Students' Vocabulary Mastery Improvement

The researcher measured the improvement of students' vocabulary mastery by giving them vocabulary tests on the third meeting. The vocabulary test contained 40 questions in the form of naming and counting things in which had been learnt by the students in the first and second meeting. The students' vocabulary test results showed a lot of improvement on students' vocabulary mastery. It was found that 83% of the students or 29 out of 35 students achieved score equal or higher than the passing grade score namely 75. The students' vocabulary test results after the implementation is shown by Figure 1.
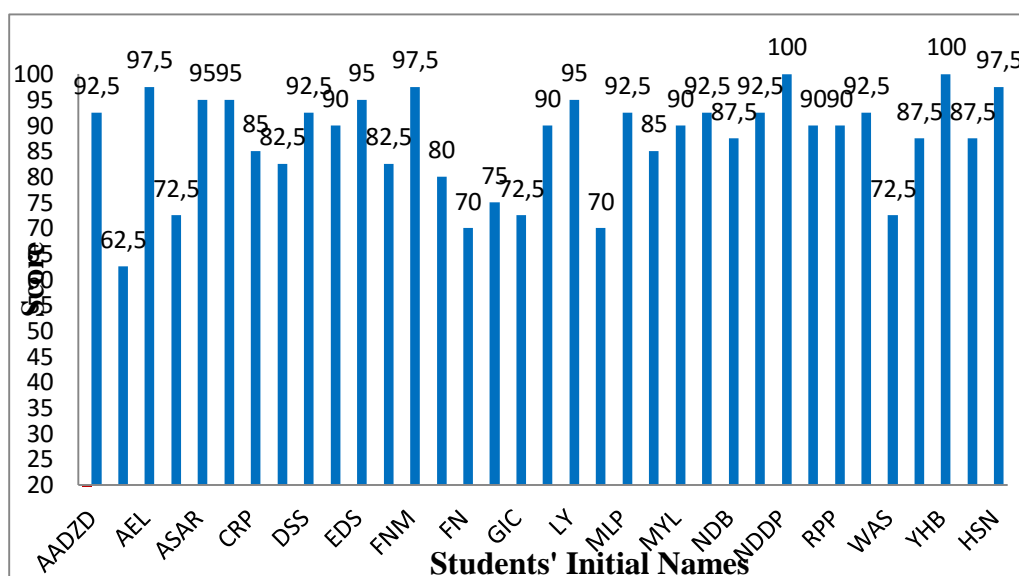
Figure 4.1. The Result of Students' Vocabulary Test after the Implementation

The data in Figure 4.1 showed that the students did better in the vocabulary test after the implementation of the multiple intelligences theory even though some of their scores were still under the passing grade. The figure showed that there were two students who achieved 100 and six students whose scores were under the passing grade. The figure also showed the lowest score achieved by the student after the implementation, which was 62.5.

The data presented in Figures 1 show that the improvement of the students' vocabulary mastery met the criterion of success. Previously, it was stated that the strategy was considered successful if 75% of the students or 26 out of 35 students were able to achieve score equal or higher than 75 in vocabulary test.

**The Implementation of Multiple Intelligences Theory**

To improve students' vocabulary mastery, in this research the implementation of multiple intelligences was sequenced as follows: 1) Watching the animation video. In this step, the students had to watch the animation video played by the teacher. After watching the video, the students were instructed to choose one word from the video which they assumed as important, interesting, or unfamiliar. They wrote it down in their own note books. 2) Grouping the students. After watching the video, the students were divided into several groups which consisted of 3 up to 4 members so there would be 3 till 4 words chosen in each group. Then, each group was given two worksheets to be filled through group discussion. 3) Filling the worksheet. In the worksheet, there were one circle and four boxes. The circle was filled with the words which had been selected by the group. There were two words only for each group which meant one word for one worksheet. To fill the top box (word in the video), the students watched the same video once more. Then, the rest of the boxes in the worksheet were filled through group discussion. 4) Presenting the VSS graph in front of the class. When the students had finished in filling VSS graph, they presented the graph in front of the class. Each group had 3 up to 4 minutes to present its work. Other groups had to pay attention to the presentation since they were instructed to make a word list. 5) Analyzing the word list. After all the presentation had been done, the teacher and the students analyzed the word list which contained 18 words and written by the students on the white board. The teacher together with the students discussed the word. Last, the VSS graph was submitted to the teacher. The students in this stage were expected to acquire the vocabulary well and able to use them in their daily life.

Students' Responses to the Implementation of the Multiple Intelligence Theory

In this research, the researcher not only found out the improvement of students' vocabulary mastery, but also how the students' responses toward the implementation of the MI theory. The students' responses could be determined by the result of the questionnaire done by the students and observation notes written by the observer.

The result of the questionnaire showed that students gave positive responses toward the implementation of MI theory to improve students' vocabulary mastery. The complete result of the questionnaire can be seen in Figure 4.2.
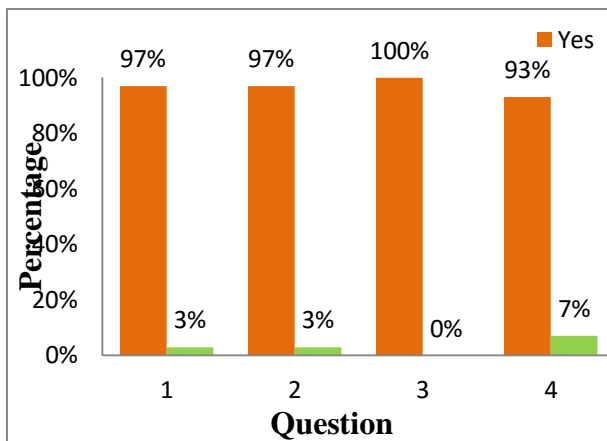
Figure 4.2. The Result of the
Questionnaire

Figure 4.2 showed the students' responses toward the implementation of MI theory in improving students' vocabulary mastery. There were five questions for the questionnaire; however Figure 2 showed the result of four numbers only which consisted of closed-ended (yes/no) questions. From the figure above, it can be seen that 97% of the students or 34 out of 35 students liked the classroom activities which involve MI theory and thought that the strategy was helpful to learn vocabulary. Moreover, all students thought that the strategy created meaningful vocabulary learning since they were involved directly in the activities. The students also knew more vocabulary after using the strategy implemented by the teachers. There were 32 out of 35 students who thought that they learned more vocabulary in which 14 out of 32 learned 1-10 words while 18 out of 32 learned 11-20 words each meeting.

The students' responses could also be seen from the result of the observation notes written by the English teacher. During the implementation of the strategy, the students showed the positive attitude. The students showed good interest toward the teacher's instruction and good participation in class. Most of them were active during the discussion and presentation. The students were also very enthusiastic and work seriously. However, in the second meeting some of them seemed to lack of attention for the last group presentation since the English lesson was in the last period of the day.

The data obtained from the questionnaires and observation notes showed that around 90% of the students in class had shown the positive responses toward the implementation of MI theory to improve their vocabulary mastery. Therefore, the students' positive responses shown by the questionnaire and observation notes have met the criteria of success.

V. DISCUSSIONS
Students' Vocabulary Mastery Improvement

This study aimed at improving students' vocabulary mastery by implementing multiple intelligences theory in classroom practice. The implementation had succeeded in improving students' vocabulary mastery in one cycle. In research findings, it was stated that 83% of students or 29 out of 35 the students achieved score equal or higher than 75. The success of the implementation could not be separated from the procedures used by the researcher as formulated as follows.

1) Watching the animation video
2) Grouping the students
3) Filling the worksheet
4) Presenting the VSS graph in front of the class
5) Analyzing the words' list.

Those steps were in line with the basic developmental sequence which proposed by Lazear (1991, cited in Richards et al., 2007:118) and considered as a "syllabus" design. The sequence consists of four stages:
Stage 1

Awaken the Intelligence. The intelligence can be awaken through the multisensory experiences such as, touching, seeing, or listening to particular events or objects surround them.

Stage 2

Amplify the Intelligence. After awakening the intelligence, in this part, the students are given opportunity to be able to strengthen as well as improve their intelligence by volunteering those events or objects in stage 1 by their own experience.

Stage 3

Teach with/for the Intelligence. At this stage, the intelligence is connected to the class focus especially to the language aspect being learnt. This can be done through classroom's activities (i.e. small group projects and discussion) or using students' worksheets.

Stage 4

Transfer of the intelligence. This last stage indicates students' ability to reflect their learning experience of the previous stages and connect them to the out-of-class world.

The first stage *awaken the intelligence* involves the first step of teaching procedure, namely watching animation video. As it is stated, the intelligence can be awakened through students' multisensory experience. By watching animation video, especially completed with intralingual subtitle, the students could watch the motions or pictures, read the texts in the subtitle, count the numbers of things, and listen to the sounds produced by the video. In this step, there are at least three intelligences which possible to be awakened; they are spatial intelligence, linguistic intelligence, logical-mathematical intelligence, and musical intelligence.

Then, when the students were instructed to choose their own important words, they entered to *amplify the*

intelligence stage. In this stage, the students were given chance to volunteer the objects which they did not know the meaning, unfamiliar, and important to be learnt by the whole class. It could be said that the students were involved in the experiencing activity. This step might use students' intrapersonal intelligence in which they could decide something as they wanted.

When the students were gathered in small group and started to do their worksheets, the third step or teach for/with intelligence was begun. In the group, the students discussed the words they wanted to present and share to the whole class. During the discussion, the students used their interpersonal intelligence. This is because they were expected to work well the other students to solve the problem together. Furthermore, the worksheet could be the best aid to facilitate them during the discussion. The worksheet was designed to combine between students' prior knowledge or experience and the recent information they obtained from the videos and peers.

After having discussion, the students needed to present their works (from the worksheets) to the class so that other students could obtain different thoughts and knowledge. The act of students' presentation in front of the class might apply bodily or kinesthetic intelligence in which they were able to express themselves.

The last step, namely analyzing the words' list, was involved in transfer the intelligence stage. This is because this activity might help the students to reflect on what they had learnt and used those words in their life. For the short term, the students could apply those words in doing their vocabulary tests.

From the discussion above, it can be seen that not all intelligences were involved. The naturalistic intelligence cannot give contribution in this teaching since the materials did not

have relation with the nature. In later material, it is possibly to be included.

Students Responses the Implementation of the Multiple Intelligences Theory

In this study, the researcher also found that the students showed positive responses toward the implementation of multiple intelligences theory in improving students' vocabulary mastery. The positive responses are shown by the questionnaire's results and the observation notes. The reason why the students acted so can be explained below.

The multiple intelligences theory has established a supportive classroom atmosphere. According to , Nicholson-Nelson (1998:132) to create such a good classroom atmosphere in which the students may feel safe, belong to the class, be able to explore their ability, and enjoy the learning, the teachers need to establish a set of rules of participation to guide the students' behavior in any classroom arrangement. Those arrangements can be in the form of teacher-lead, whole class participation, small group, or even individual work. In addition, the students need to be involved in making the classroom's rules so that they know and obey the rules.

In implementing the MI theory, there were several classroom arrangements. The first was the individual work; when the students watched the animation video and chose their important words. In this part, the teacher's rule was 'watch the video carefully, then choose the words you assume to be important'. The students had to work individually and were given chance to think by their own.

The second step was about working in small group. The rules given may be more than one as they were working with other students. The rules

were 'listen when other group members are talking to you', 'give them chance to talk', 'ask for their opinions', 'give contribution to the group by expressing your ideas', 'share your ideas and ask for your group members consideration', and 'treat them with respect'. By giving those set of rules, the students were able to mind their groups. The rules eased them in managing group discussion, treating other members, and filling the worksheets.

Presenting students' works was the last step and it belonged to whole-class activity. In this step, the rules were set as 'listen to your teacher and classmates while they are presenting', 'participate in class discussion by sharing your ideas', and 'respect their ideas'. The rules made the class discussion become alive and done smoothly.

VI. CONCLUSIONS

The conclusions in this research are drawn as follows. First, the implementation of MI theory improved students' vocabulary mastery as they reached the criteria of success. The statement is proven by the vocabulary test results.

Second, the implementation of MI theory to improve students' vocabulary mastery is formulated as follows. First, the students watch the animation video to find their own important words. Second, the students work in group of 3 till 4 to nominate the words. Third, the students fill the VSS graph through group discussion. Fourth, the students present the graphs to the whole class. Last, students together with the teacher analyze the word list which has been written on the board.

Third, the students showed the positive responses toward the implementation of MI theory to improve students' vocabulary mastery. The statement is proven through observation notes written by the English teacher who

acted as the observer during the process of implementation of the strategy and questionnaires done by the students after the implementation.

VII. REFERENCES

Burns, A. 2010. Doing Action Research in English Language Teaching: A Guide for Practitioners. New York: Routledge.

Devi, I. 2012. Animation Video to Improve Students Vocabulary Mastery. Jurnal Pendidikan Bahasa Inggris, (Online), 1(1): 01-118, (core.ac.uk/download/pdf/12346019.pdf), retrieved November, 19th 2015.

Dudeney, G. & Hockly, N. 2007. How to Teach English with Technology. Harlow: Pearson Education.

Fatonah, S. N. 2015. Using Vocabulary Self-Collection Strategy to Improve Reading Comprehension of the Seventh Grade Studentsof SMPN 4 Kalasan in the Academic year of 2014/2015. Published Thesis. Yogyakarta: Faculty of Languages and Arts UNY.

Fleetham, M. 2006. Multiple Intelligences in Practice: Enhancing Self-esteem and Learning in the Classroom. Bodmin: MPG Books Ltd.

Gardner, H. 2011. Frames of Mind: The Theory of Multiple Intelligences. Ney Work: Basic Books.

Harmer, J. 2001. The Practice of English Language Teaching (3rd ed.). Cambridge: Pearson Education Ltd.

Hoerr, T. R. et al. 2010. Celebrating Every Learner: Activities and Strategies for Creating a Multiple Intelligences Clasroom. San Fransisco: Jossey-Bass.

Kezar, A. 2001. Theory of Multiple Intelligences: Implications for Higher Education. Innovative Higher Education, (Online), 26(2): 141-154, (http://www.jstor.org/stable/40029691), retrieved on December10th, 2016.

Latief, M. A. 2014. Research Methods on Language Learning An Introduction. Malang: UM Press.

Lazear, D. G. 1992. Teaching for Multiple Intelligences. Bloomington: Phi Delta Kappa.

Nicholson-Nelson, K. 1998. Developing Students Multiple Intelligences. New York: Scholastic Inc.

Puchta, H. 2005. Making the Most of Multiple Intelligences. English Teaching Professional, (Online), issue 41, (www.sagepub.com), retrieved on December 11th, 2016.

Richards, J. J. et al. 2007. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

Smaldino, S. E. et al. 2012. Instructional Technology and Media for Learning (10th ed.). Boston: Pearson Education, Inc.