

STUDENTS' USE OF MULTIPLE INTELLIGENCE IN EFL CLASSROOM AT VOCATIONAL HIGH SCHOOL MAKASSAR OF SOUTH SULAWESI**Ridayani¹, Awaludin Rizal²**^{1,2} Program Doktor Pendidikan Bahasa Inggris UNM, Makassar-Indonesia
Email: ridaridayani27@gmail.com, awalunkhair22@gmail.com**Abstract**

This study aimed at finding out the types of multiple intelligence used by students at the tenth grade of SMK Bina Insani Makassar, and which type was dominantly used by students. The objectives of the research were to find out (1) the types of multiple intelligence used by students, (2) the dominant type of multiple intelligence used by students. The researchers applied descriptive quantitative research to analyze of data. The subject of the research was the tenth grade of students at SMK Bina Insani Makassar consisting of 30 students and selected by using random sampling technique. The research used the Multiple Intelligence Inventory which was adapted from Walter McKenzie's Inventory as the instrument. The research covered eight of multiple intelligence namely: Verbal-Linguistic Intelligence, Logical-Mathematical Intelligence, Visual-Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence. The research showed that the type of multiple intelligence that were used by students in high category namely Intrapersonal Intelligence 26 (86.7%). The type of multiple intelligence that were used by students in moderate category namely Logical-Mathematical Intelligence 20 (66.7%). The type of multiple intelligence that were used by students in low category namely Interpersonal Intelligence 8 (26.6%). Then the dominant type of multiple intelligence based on highest score was Intrapersonal Intelligence with the score 247. The result of the findings indicated that most of students at the tenth grade used Intrapersonal Intelligence.

Keywords: *Multiple Intelligence, McKenzies's MI Inventory, EFL Classroom*

INTRODUCTION

Basically, every human being was born with the potential intelligence as a gift of God. Human abilities and potentials were the evidence of multiple intelligence and these intelligences can be either utilized individually or combined. Every learner has a unique intelligence. The learners were divergent; they have different competences and learn differently. Practically, teaching and learning process in the classroom uses one strategy or one method without considering the variety of students' basic potential. Asriani (2015) found that the score of students' achievement in English subject was still low, most of them got less 2.67 in scale 1-4 (Permendikbud, 2014 No. 104). Only 15.5% students who passed the test which was given the teacher and they also had low interest and low motivation in learning English. It occurred when the students were learning that they felt bored and sleepy. It indicated unsuccessful in teaching and learning process.

The phenomenon could be caused by many factors such as inappropriateness between the teaching and students' aptitude in learning, so the students have no interest or motivation to follow the course. Gardner (1983) believed there were multiple ways the learner can learn and posited that the theory of multiple intelligence was pluralistic. He said that everybody has at least eight intelligences which reflect in different ways. In school situation, teachers have to structure learning activities around in such a way that they develop strategies that would allow learners to demonstrate multiple ways of understanding and valuing their uniqueness. Through that belief, he proposed eight types of multiple intelligence namely: Verbal-Linguistic Intelligence, Logical-Mathematics Intelligence, Visual-Spatial Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Musical Intelligence, Bodily-Kinesthetic Intelligence and Naturalist Intelligence. (Armstrong, 2007; Gardner, 1983). Each intelligence area was demonstrated through specific talents, skills, and interests.

Multiple intelligence in education was important because learning process that occurs in the class always associates with intelligence. Multiple intelligence helps students to learn by their own

styles in the class and stimulate the growth of the various capabilities of students. Chapman (1993) argued that the multiple intelligence makes it possible for teacher to give individualized instruction by identifying students' strong and weak intelligences and individualizing the learning to help the students to activate the intelligences which are less developed. Education today focuses on individualized education and learner autonomy. Students are supposed to be responsible for their own learning and aware about their strengths and weaknesses. It is important to know that students have different intelligences. It showed that each of students learns differently. For instance, one can be good in mathematic or speaking but not in writing or the others. Therefore, it is necessary to know the students' 'intelligence. It is important for students to explore their intelligence, know how to learn best, and use it in proper way. It is also important for teacher to know how to work with the different intelligences and be able to use various ways of teaching. Ibragimova (2011) argued that addressing different intelligences in language class leads to more effective in language teaching and learning.

From the findings above, the researchers believes multiple intelligence helps explain the differences seen. Multiple intelligence in teaching and learning process that occurs in the class is an important aspect to get the good result so the analysis of multiple intelligence of students was an important form which classroom process research that would be taken. In line with it, the researcher was interested in investigating this phenomenon by proposing the research under the title "Students' use of Multiple Intelligence in EFL Classroom" conducted at SMK Bina Insani Makassar. This research described the types of students' multiple intelligence that used by students and the type of multiple intelligence that were dominantly used by students.

LITERATURE REVIEW

In Gardner's classic work, *Frames of Mind: The Theory of Multiple Intelligence* (Gardner, 1983), defines intelligence generally as 'the capacity to respond successfully to new situations – to tackle a task demanded by further defining intelligence in intelligence Reframed: multiple intelligence for the 21st Century as 'a bio-psychological potential to process information in a cultural setting to solve problems or create products that were of value in at least one culture' (pp. 33-34). He defines intelligence as the ability to solve problems or to create fashion products that are valued within one or more cultural settings.

Intelligence has traditionally been defined in terms of intelligence quotient (IQ), which measures a narrow range of verbal/linguistic and logical/mathematical abilities (Christison & Kennedy, 1999). According to Binet, intelligence was the ability to use language and do mathematics. It was a uniform cognitive capacity people were born with. This theory stated that people were born with a fixed amount of intelligence and the level of intelligence did not change over a lifetime. Only verbal and mathematical skills were considered as intelligence. His definition of intelligence has been accepted as traditional definition of intelligence. Whole educational systems were built on Binet's understanding. His tests marked the students for life (Chapman, Freeman; 1996). In traditional view, the subject was taught to all students in the same way without considering their different capacities or different ways of learning. By answering items on intelligence tests it has been thought that intelligence was a general ability that could be measured with standardized pencil and paper tests; and in turn would be able to predict school achievement (Coskunganullu, 1998).

The theory of multiple intelligence had always been a controversial issue in language learning. There have been many different views about the concept of multiple intelligence. The concept of multiple intelligence theory refers to a theory of intelligence developed in the mid-1980s by Howard Gardner, a professor of psychology. He put the theory of multiple intelligence, a new view of human intelligence as a result of his dissatisfaction with the traditional IQ tests. Gardner (1999) worked with gifted and ordinary children at Harvard's Project Zero trying to "understand the development of

human cognitive capacities” and he came up with a definition of intelligence as “a biological potential to process information that can be activated in a cultural setting to solve problems or create products that are valued in a culture”.

According to Gardner, individual possess at least eight intelligences which were independent and could be genetically inherited, developed or improved through education or social environment. As Gardner did not support the results of psychometric measures of human intelligence, he started searching for appropriate scientific data to validate the existence of multiple intelligences. Armstrong (1994) stated that the multiple intelligence theory was a new model of learning to help students learn effectively. Gardner’s theory of multiple intelligence includes the following for premises namely: There were more than two types of intelligence. Gardner has named eight, Intelligence could be taught. Areas of weakness and strengths can be improved, A brain was unique as a fingerprint. Each person is born with all intelligences and Intelligence were forever changing throughout life.

Campbell (1991) says, “Gardner’s theory of multiple intelligence immediately took root in the educational community. It offered a theoretical foundation of the mind and bolstered beliefs about student’s competence. It extends the traditional view of intelligence as solely composed of verbal/linguistic and logical/mathematical abilities.” IQ tests, he points out, cannot measure the value of product or one’s ability to produce a product. He informs that humans possess 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. While, based on Fleetham (2006) in his book *Multiple Intelligence in Practice: Enhancing Self-esteem and Learning in the Classroom*, multiple intelligence was your potential to think, act, solve problems and create valuable things in eight and a half (nine) different, equally valuable ways. It’s to do with your whole range of skills and talents, driven by the activity of different sets of brain regions.

METHODOLOGY

The research design used quantitative descriptive research. According to Borg and Gall (1989), the main purpose of quantitative research is the detection of causal relationships between variables. In quantitative research information of observed behaviors of samples is obtained through statistical data collecting of the observed behaviors of the samples. The aim of quantitative research is to test hypotheses and theory, alternative explanation of result is offered and the need for further studies are often provoked and challenged. The data, which are collected are analyzed in numerical form. This method more concerned with the objectivity and the validity of what has been observed. Smith (1994), One important of feature of quantitative research is that the process of data collection can combine both descriptive and analytical summaries. The researcher applied the research design to collect, analyze and interpret data which appropriate with the purpose of the research in order to get and find out the types of multiple intelligence that were used by students and the type of multiple intelligence that were dominantly used by students. After determining the subject, the researcher collect the data to identify, classify, and doing analysis process to the interpretation of the data that obtain previously based descriptively.

The research was conducted at SMK Bina Insani Makassar. The population of the research was the tenth grade students of SMK Bina Insani Makassar in academic year 2017/2018. There are three classes that consists of 30 students per class, namely automotive, administration and office. So the total number of population were 90 students. In term of the research subject, Gay et al. (2006) defined sampling as the process of selecting a number of participants for a study in such a way that they represent the larger group from which they are selected. A sample was made up of individuals, items, or events selected from larger group referred to as a population. In this research, researcher choose one class of students in the tenth grade as a sampling because the students of the class were still the

first year students and the researcher want to know the types of multiple intelligence used by students in the class and the type of multiple intelligence dominantly used by students in the class. So the total number of population were 30 students. To choose the class the researcher used a random-sampling technique. Gay & et al (1981) random sampling technique was the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. In other words, every individual had the same probability of being selected and selection of one individual in no way affects selection of another individual.

Table 1. Categories of the Scores

Score	Category
6.7-10	High
3.4-6.6	Moderate
0-3.3	Low

The data collected through survey analyze in percentage. The formulas as follows:

$$P = \frac{F}{Q} \times 100\%$$

Where:

- P : Percentage
- F : Frequency
- Q : Total sample

FINDINGS AND DISCUSSION

To analyzed the data obtained from the students' survey about the multiple intelligence inventory that adapted from Walter McKenzie's Inventory (1999) through analysis of descriptive statistics. The findings of the research deals with the score, the frequency and the rate percentage of score. The multiple intelligence inventory aimed to find out the types of multiple intelligence used by students, then to find out the dominantly type of multiple intelligence used by students.

Table 2. Frequency and Percentage of Multiple Intelligence

No	Classification	Range of Score	MULTIPLE INTELLIGENCE SCORES																
			Verbal-Linguistic Intelligence		Logical - Mathematical intelligence		Visual-Spatial Intelligence		Bodily-Kinesthetic Intelligence		Musical Intelligence		Interpersonal Intelligence		Intrapersonal Intelligence		Naturalistic Intelligence		
			F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
1	High	6.7-10.0	13	43	9	30	7	23	2	7	2	6.7	10	33	26	87	1	3	43
2	Moderate	3.3-6.6	12	40	20	67	1	3	7	23	8	27	12	40	3	10	1	3	43
3	Low	0-3.3	5	17	1	3.3	4	13	2	6.7	2	6.7	8	27	1	3.3	4	13	13
Total			30	100	30	100	3	10	3	10	3	10	30	100	30	100	3	10	10

Based on the table above the researcher found that in high classification could identify the highest score were Intrapersonal Intelligence 26 (86.7%), Bodily-Kinesthetic Intelligence 21 (70%),

Musical Intelligence 20 (66.7%), Verbal-Linguistic Intelligence and Naturalistic Intelligence 13 (43.3%), Interpersonal Intelligence 10 (33.4%), Logical-Mathematical Intelligence 9 (30%), Visual-Spatial Intelligence 7 (23.3%). In the result also found that in moderate classification from the highest score until the lowest score were Logical-Mathematical Intelligence 20 (66.7%), Visual-Spatial Intelligence 19 (63.3%), Naturalistic Intelligence 13 (43.3%), Verbal-Linguistic Intelligence and Interpersonal Intelligence 12 (40%), Musical Intelligence 8 (26.6%), Bodily-Kinesthetic Intelligence 7 (23.3%), Intrapersonal Intelligence 3 (10%). Furthermore, in low classification from the highest score until the lowest score were Interpersonal Intelligence 8 (26.6%), Verbal-Linguistic Intelligence 5 (16.7%), Visual-Spatial Intelligence and Naturalistic Intelligence 4 (13.4%), Bodily-Kinesthetic Intelligence and Musical Intelligence 2 (6.7%), Logical-Mathematical Intelligence and Intrapersonal Intelligence 1 (3.3%).

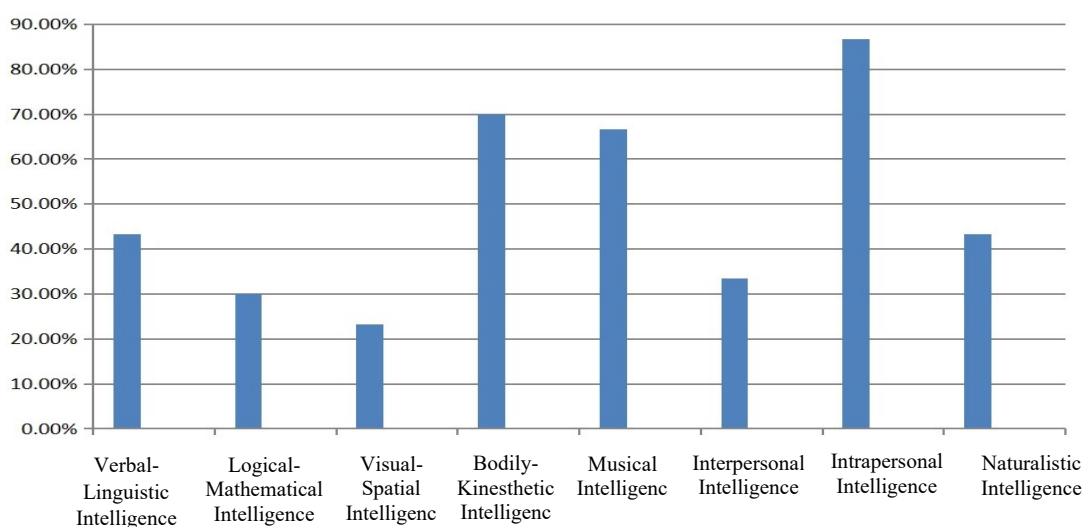


Figure .1 The Comparison of Percentage of Multiple Intelligence in High Category

The figure above showed that the percentage of multiple intelligence in high category namely: Verbal-Linguistic Intelligence 13 (43.3%), Logical-Mathematical Intelligence 9 (30%), Visual-Spatial Intelligence 7 (23.3%), Bodily-Kinesthetic Intelligence 21 (70%), Musical Intelligence 20 (66.7%), Interpersonal Intelligence 10 (33.4%), Intrapersonal Intelligence 26 (86.7%) and Naturalistic Intelligence 13 (43.3%).

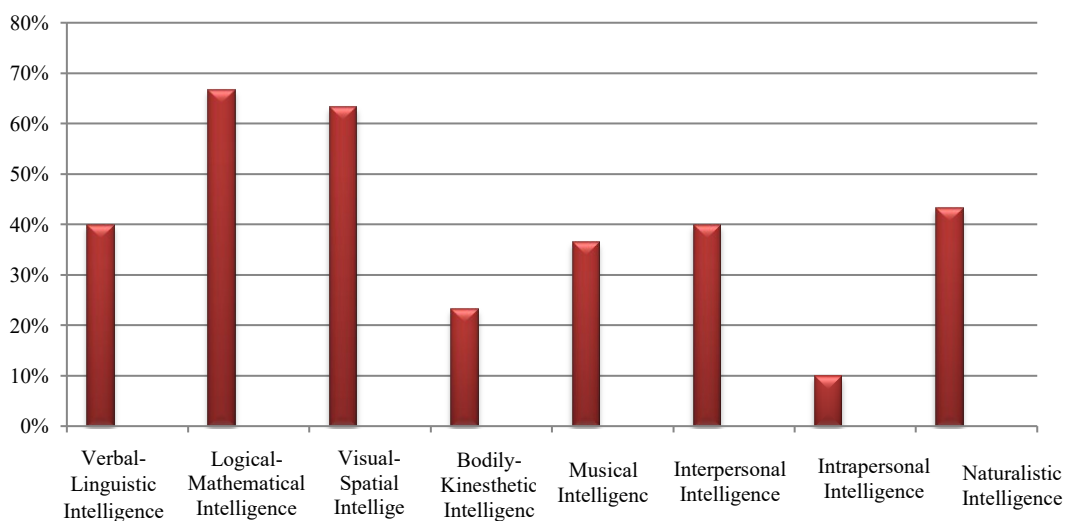


Figure 2. The Comparison of Percentage of Multiple Intelligence in Moderate Category

The figure above showed that the percentage of multiple intelligence in moderate category namely: Verbal-Linguistic Intelligence 12 (40%), Logical-Mathematical Intelligence 20 (66.7%), Visual-Spatial Intelligence 19 (63.3%), Bodily-Kinesthetic Intelligence 7 (23.3%), Musical Intelligence 8 (26.6%), Interpersonal Intelligence 12 (40%), Intrapersonal Intelligence 3 (10%) and Naturalistic Intelligence 13 (43.3%).

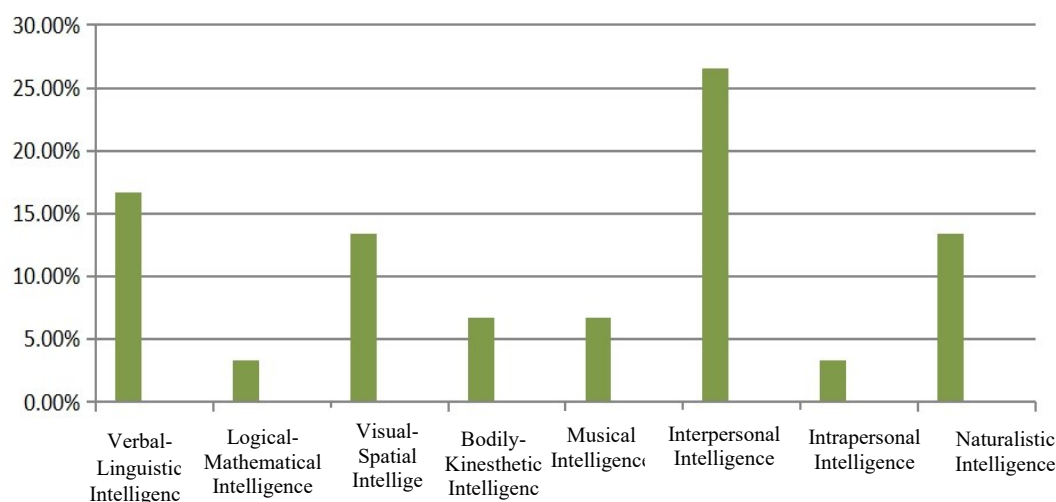


Figure III. The Comparison of Percentage of Multiple Intelligence in Low Category

The figure above showed that the percentage of multiple intelligence in low category namely: Verbal-Linguistic Intelligence 5 (16.7%), Logical-Mathematical Intelligence 1 (3.3%), Visual-Spatial Intelligence 4 (13.4%), Bodily-Kinesthetic Intelligence 2 (6.7%), Musical Intelligence 2 (6.7%), Interpersonal Intelligence 8 (26.6%), Intrapersonal Intelligence 1 (3.3%) and Naturalistic Intelligence 4 (13.4%).

Dominant Type of Multiple Intelligence

Every student has different intelligence, there are high, low, and average in each type of multiple intelligence.

Table 3. Dominant Type of Multiple Intelligence

No	Types of Multiple Intelligence	Total Score	Rating of Score
1	Verbal-Linguistic Intelligence	187	4
2	Logical-Mathematical Intelligence	179	6
3	Visual-Spatial Intelligence	174	7
4	Bodily-Kinesthetic Intelligence	210	3
5	Musical Intelligence	214	2
6	Interpersonal Intelligence	163	8
7	Intrapersonal Intelligence	247	1
8	Naturalistic Intelligence	183	5

Based on the findings above, the researcher found that the students' score in Verbal-Linguistic Intelligence was 187, the students' score in Logical-Mathematical Intelligence 179, the students' score in Visual-Spatial Intelligence 174, the students' score in Bodily-Kinesthetic Intelligence 210, the students' score in Musical Intelligence 214, the students' score in Interpersonal Intelligence 163, the students' score in Intrapersonal Intelligence 247, then the students' score in Naturalistic Intelligence 183. Furthermore, based on the student' result score it can be concluded that the dominant

type of multiple intelligences as the first rating score was Intrapersonal Intelligence with the total score 247 then the last rating score with the lowest score was Interpersonal Intelligence with the total score 163.

The dominant type of multiple intelligence in SMK Bina Insani Makassar at the tenth grade is intrapersonal intelligence. As it had been explained before that intrapersonal intelligence is self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, temperament, and desires; and the capacity for self-discipline, self-understanding, and self-esteem. (Gardner, 2006, p. 228) students who prefer working alone, enjoy helping others, and believe everyone should be treated fairly tend to have a dominant Intrapersonal intelligence. In a classroom it is often difficult for a student with intrapersonal intelligence to express themselves. This can be aided with imagination exercises, music, language pieces, or similar tasks where students are expressing themselves. To teach the student who is dominant in this type can use the way for example reflecting of one’s own involvement in the lesson.

It is important that teachers need to know the multiple intelligence of the students in the classroom because it can help them in the process of learning and easier for the students to absorb the material. According to Said & Budimanjaya, (2015) that what needs to be done by the teacher is how to teach according to the workings of the students' brains. There are no stupid children, only low-ability children. The cure is the right teacher and learning strategies that are appropriate to the intelligence or learning style and the child's learning modality.

Teacher has their own dominant intelligence, oftentimes they deliver the material to the students based on the way of their own style so often the students feel difficult to catch it especially in the language learning process, it needs the appropriate method to improve the students’ ability in learning English. As Gardner (1983: 87) pointed out that 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. It provides convenience in the learning and teaching process.

Based on the classification of score from the figure III, the researcher found that in Verbal-Linguistic Intelligence score was 187, Logical-Mathematical Intelligence score was 179, Visual-Spatial Intelligence score was 174, Bodily-Kinesthetic Intelligence score was 210, Musical Intelligence score was 214, Interpersonal Intelligence score was 163, Intrapersonal Intelligence score was 247, and Naturalistic Intelligence score was 183.

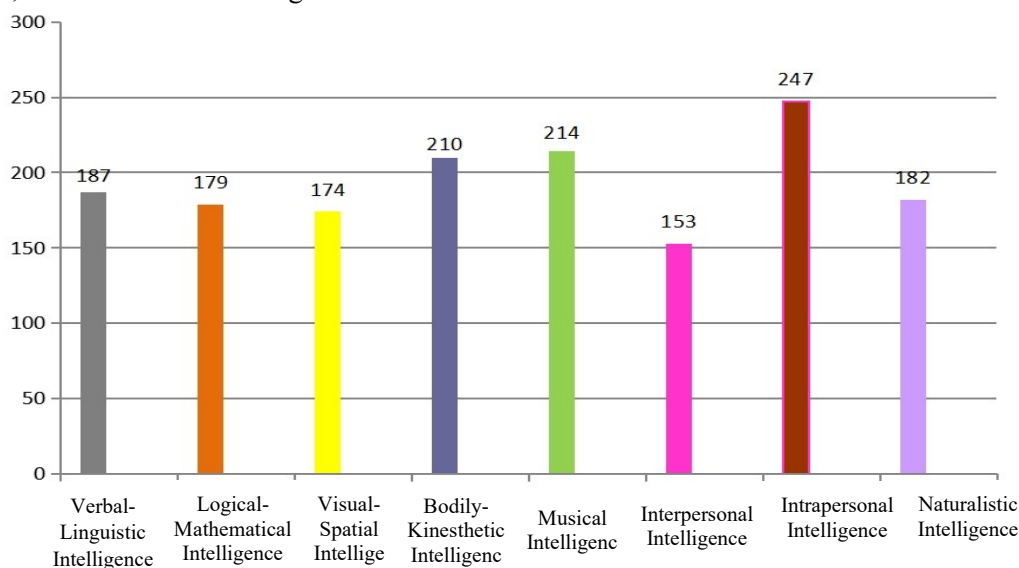


Figure 4. The Rating Percentage of Multiple Intelligence from the High to Low

From the figure above was indicated that the rating of multiple intelligence from the first until the last, namely: Intrapersonal Intelligence score was 247, Musical Intelligence score was 214, Bodily-Kinesthetic Intelligence score was 210, Verbal-Linguistic Intelligence score was 187, Naturalistic Intelligence score was 183, Logical-Mathematical Intelligence score was 179, Visual-Spatial Intelligence score was 174, Interpersonal Intelligence score was 163. Based on the result above (Figure IV), the researcher took the highest score to decide the dominant type of students' multiple intelligence because it became as a consideration and reference to choose appropriate teaching and learning process especially in EFL class by implementing of multiple intelligence based teaching and learning. On the other hand, the researcher took intrapersonal intelligence as a dominant type of students' multiple intelligence with the highest score (247). For the students who have intelligence in moderate and low category would be facilitated by exploring teaching and learning that suitable for students based on their individual intelligence so that the students could improve or develop their intelligence also.

It was also important for teacher to know how to work with the different intelligences and be able to use various ways of teaching. Activities used by teacher must be appealing and suitable for the students to develop the intelligences (Campbell, 2008). Through the multiple intelligence, the researcher facilitated the students to construct their intelligence so that the students found an enjoyable situation to learn English. If an enjoyable situation was occurred in the classroom, so the effective strategy could be applied.

DISCUSSION

The types of multiple intelligence

Based on the findings of the research the researcher found that the types of multiple intelligence that were used by students. In high category, namely: Intrapersonal Intelligence 26 (86.7%), in moderate category, namely: Logical-Mathematical Intelligence 20 (66.7%), then in low category, namely: Interpersonal Intelligence 8 (26.6%). It was proved from the results of data analysis obtained from the frequency and percentage of students' multiple intelligence that could be seen clearly on figure (I, II, III, IV). By identifying the students' intelligence, the teacher has an accurate picture of students' skills, capabilities and teaching preferences and they also have the opportunity to predict the difficulties and plan the activities in order to develop the intelligences which were not strongly emphasized.

Currie (2002) emphasizes that if teachers were acquainted with the intelligence profiles in a class, they could adapt or develop a variety of activities which use students' intelligence to enrich the learning environment. Arnold & Fonseca (2004), "With multiple intelligence applied in the language classroom, teachers were better able to tap into the areas of personal meaningfulness of their students since they were recognizing the differences inherent in the students and putting individuals with their different ways of learning where they belong, back at the center of the learning process". Multiple Intelligences provide various teaching and learning techniques.

The dominant type of multiple intelligence

Based on the findings of the research the researcher found that the dominant type of multiple intelligence that were used by students. It was proved from the results of data analysis that obtained from the classification of students' multiple intelligence scores (adapted from Walter McKenzie Inventory, 1999), namely: Verbal-Linguistic Intelligence score 187, Logical-Mathematical Intelligence score 179, Visual-Spatial Intelligence score 174, Bodily-Kinesthetic Intelligence score

210, Musical Intelligence score 214, Interpersonal Intelligence score 163, Intrapersonal Intelligence score 247, and Naturalistic Intelligence score 183.

It means that from the figure III above, based on the scores of type of multiple intelligence the dominant type of multiple intelligence from the highest to lowest score, namely: the first was Intrapersonal Intelligence (score: 247), the second was Musical Intelligence (score: 214), the third was Bodily-Kinesthetic Intelligence (score: 210), the fourth was Verbal-Linguistic Intelligence (score: 187), the fifth was Naturalistic Intelligence (score: 183), the sixth was Logical-Mathematical Intelligence (score: 179), the seventh was Visual-Spatial Intelligence (score: 174), the last was Interpersonal Intelligence (score: 163).

Multiple Intelligence was possible give a chance for students to use their predominant strengths and capabilities in order to foster learning and helps the student to figure out their strengths and weaknesses. Borek (2003) suggested that having a multiple intelligence - based classroom could be an appropriate way for students to do their best and develop their own ways of learning. Armstrong (1994) in Elmas Koken Bilgin (2006) stated that the theory of multiple intelligences was a new model of learning to help students learn effectively. By identifying the students' multiple intelligence, it was easier for the researcher to facilitate the students to develop their intelligences in learning English.

The relation of the findings between the previous studies and the present study. In generally, either the result of the present study or the result of previous studies had showed that the successful of multiple intelligence as a strategy either in teaching or learning activities was reasonable to be applied in teaching and learning English. One of the purposes of the present study was to know the students' multiple intelligence. This case was intended to facilitate and help the students in exploring and developing their intelligences. Thereby the students felt to be appreciated in learning process based on their intelligences. Moreover, the teachers could be aware of the effects of using this strategy in educational achievements and improving a positive attitude towards learning consequently they would be able to utilize this strategy in their classes.

The findings of the research were different from a number of studies that were reviewed. The research revealed student' multiple intelligence because there was no pre-test or treatment before the research, so it occurred on the real situation in natural setting. In more detail, although the previous studies and present study investigate the same issue namely multiple intelligence, this research makes multiple intelligence as a new knowledge or something new for the students and teachers at SMK Bina Insani Makassar. As a result, they hope English classroom activities by using multiple intelligence could be applied in their class. The comparison of findings between the previous studies and the present study can be displayed in the following paragraphs.

Based on the discussion above and the comparison of findings in previous studies, it could be concluded that multiple intelligence in teaching and learning process was very effective to be applied in EFL class especially for the tenth-grade students of SMK Bina Insani Makassar, the multiple intelligence had given a positive impact to increase their English achievement and they are more interested to learn English. The multiple intelligence gives a big contribution to choose effective strategy and it offers opportunity to develop creative learning for the students. This strategy inspired the exploration of multiple intelligence, and used various strategies, properties and relationships learning English. The multiple intelligence as a something new to be applied at SMK Bina Insani Makassar. Hence, it become one of reason for the researchers to investigate this case and applied it in teaching and learning English for the next. The result of the research created the creativity in the classroom environment and students' high interest in learning English. If all lessons use multiple intelligence, so the teachers' success to facilitate students' brilliant of attainment. In briefly, multiple intelligence was a useful tool for planning language learning which insure that students could cope in

the presence of challenge. When learners see what they can do, this has a positive effect on their self-esteem and can lead to enhancing success in language learning.

CONCLUSION

As a result, it gives the teachers an opportunity to reflect on the activities to be used in class and to plan a variety of different activities which might be used in order to raise the effectiveness of the lesson. Furthermore, the multiple intelligence theory promotes the learner-centeredness in a language classroom, by emphasizing language learners' strengths and needs. On the other hand, the language learners were given the opportunity to consider the activities and language learning tasks which suit their strengths as learners, thus taking their interests into account and motivating them additionally. Both of these aspects foster learning and provide benefits for educators and students.

It could be concluded that the application of theory of Multiple Intelligences in foreign language teaching and learning can be valuable and positive experience for both teachers and learners. Based on the findings of the research, the researcher concluded that the type of multiple intelligence was dominantly used by students was intrapersonal intelligence. The result of the study indicated that most of students were used interpersonal intelligence. It was proved from the rating of multiple intelligence in the classification of students' multiple intelligence score at the tenth grade of students at SMK Bina Insani Makassar that intrapersonal intelligence had the highest score than other types. This leads to the conclusion that most of students at the tenth grade at SMK Bina Insani Makassar have intrapersonal intelligence. In other words, intrapersonal intelligence as a dominantly type of multiple intelligence in that class.

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