THE EFFECTS OF MULTIPLE INTELLIGENCES APPROACHES IN LEARNING ENGLISH GRAMMAR IN THE CLASSROOM

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THE EFFECTS OF MULTIPLE INTELLIGENCES APPROACHES IN LEARNING ENGLISH GRAMMAR IN THE CLASSROOM.

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This project is submitted in partial fulfillment of requirements for a Master of Sciences (Leaning Science)

Faculty of Cognitive Science and Human Development
UNIVERSITI MALAYSIA SARA WAK
(2015)
DECLARATION OF ORIGINAL WORK

This declaration is made on 5th Day of JUNE 2015.

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<tr>
<td>MI</td>
<td>Multiple Intelligence</td>
</tr>
<tr>
<td>AC</td>
<td>Assistive Courseware</td>
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<td>VI</td>
<td>Visual Impaired</td>
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<td>MIPQ</td>
<td>Multiple Intelligence Profiling Questionnaires</td>
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<tr>
<td>N</td>
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<td>M</td>
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<td>SD</td>
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<td>σ</td>
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The research focused on the Effects of Multiple Intelligence Approaches in Learning English Grammar in the Classroom. The approaches of multiple intelligences are popular among educators. These approaches exist due to the theory that had been introduced by Dr. Howard Gardner. Many teachers utilize multiple intelligences in their teaching philosophy and work to integrate Gardner’s theory into the classroom which is in line with the Malaysian philosophy of education. Traditionally, schools have been designed for students who are mathematically and linguistically inclined, while students who were artistic, musically, or kinesthetic learners were out of luck. Fortunately, educators now recognize that there are many paths to understanding, and students learn best when they are able to engage in activities that involve their strengths. In Malaysia, the Multiple Intelligence elements and approaches has become compulsory in the teachers daily lesson planning in school. Due to this, teachers or educators need to understand their students intelligence and abilities in order to applied the right multiple intelligences approaches to ensure the effectiveness of their teaching methods and their choice of teaching materials to accommodate and engages students with broader range of skills and intelligences.

Keywords: Multiple Intelligence Approaches, Effects of Learning, Student Motivations, Students Achievements.
ABSTRAK

KEBERKESANAN PENDEKATAN KECERDASAN PELBAGAI DI DALAM PEMBELAJARAN TATABAHASA BAHASA INGGERIS DI DALAM BILIK DARJAH


Kata Kunci : Pendekatan Kecerdasan Pelbagai, Kesan ke atas pembelajaran, motivasi pelajar, pencapaian pelajar.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

This paper aimed to study the Effects of Multiple Intelligences Approaches in Learning English Grammar in Classroom. This chapter consists of introduction, background of the study, problem statement, objective, research questions, research hypothesis, conceptual framework, significance or contribution of the study, limitations of the study, definition of term and summary.

1.1 Background of The Study

The theory of Multiple Intelligence was first proposed over 40 years ago, and it has become widely accepted although still controversial in some fields. His theory in a nutshell is that IQ is not one-dimensional and can't be described by a single number and also develop as a spectrum of human intelligence. He proposed that there are at least eight different types of intelligence and each one has reflects a certain area in our cognitive activity. He used terms like "bodily kinesthetic" and "mathematical-logical," but many educators have adopted them to their learner terms and their lesson to be carried out (Gardner, 2006).

Most educators quickly embraced ideas and began to search for practical applications in the classroom. Teachers have always intuitively known that kids learn in different ways, and Gardner's Multiple Intelligence (MI) Theory supported their own classroom observations and experiences (Kagan, 1999).
Gardner defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting" (Gardner and Hatch, 1989). Using biological as well as cultural research, he formulated a list of eight intelligences. This new outlook on intelligence differs greatly from the traditional view which usually recognizes only two intelligences, verbal and computational. The eight intelligences Gardner defines are (Kornharber, M.L, Fierros and Veneema, 2004):

*Linguistic Intelligence*--involves having a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.

*Logical-Mathematical Intelligence*--consists of the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

*Spatial Intelligence*--gives one the ability to manipulate and create mental images in order to solve problems. This intelligence is not limited to visual domains. Gardner notes that spatial intelligence is also formed in blind children.

*Musical Intelligence*--encompasses the capability to recognize and compose musical pitches, tones, and rhythms (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.)
Bodily-Kinesthetic Intelligence-- the ability to use one's mental abilities to coordinate one's own bodily movements. This intelligence challenges the popular belief that mental and physical activities are unrelated.

Interpersonal Intelligences-- includes interpersonal feelings and intentions of others. It is also refers to the capacity to understand and interact effectively with others.

Intrapersonal intelligences-- the ability to understand one's own feelings and motivations. It is also refers to the ability to construct an accurate perception to oneself and to use such knowledge in planning and directing one's life.

Nevertheless, because of their close association in most cultures, they are often linked together. Although the intelligences are anatomically separated from each other, Gardner (1999) claims that the eight intelligences very rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems.

For example, a dancer can excel in his art only if he has strong musical intelligence to understand the rhythm and variations of the music, interpersonal intelligence to understand how he can inspire or emotionally move his audience through his movements, as well as bodily-kinesthetic intelligence to provide him with then agility and coordination to complete the movements successfully.

Transformational Education in Malaysia or the New Educational System, Kurikulum Standard Sekolah Rendah (KSSR) and Kurikulum Standard Sekolah Menengah (KSSM) has
also influence the trend and instruction planning among the teachers (Ministry of Education, Preliminary report of Malaysia Blueprint 2013-2025, September 2012).

During the year of 2010, Malaysia Educational Minister, Datuk Muhyiddin Yassin has announced and introduced the new curriculum system KSSR into Primary School, the pioneer batch of students under the transformational new scheme of education system are primary one student from year of 2011. At the same time, KSSM as the continuation of KSSR was introduced to Secondary school, the pioneer batches of secondary students are the Form one students from year of 2012 (Ministry of Education, Preliminary report of Malaysia Blueprint 2013-2025, September 2012).

KSSR and KSSM are the new curriculum scheme with more likely interpretation of our national educational philosophy and literally contribute a better pragmatic implementation to actualize educational goal, whereby it is a formulation in needed to amend the weaknesses of KBSR and KBSM which are exam-oriented and teacher-centered curriculum scheme. This is the reason of why it is referred as a transformational educational system in Malaysia. The principles of these two curriculums are intended to shift from teacher-centered teaching to students-centered teaching and also emphasis on inquiry-based learning. (Internet website: http://www.tesmalaysia.com/tag/kssm)

Due to these facts, MI has become one of ideas or tools that many educators use in their work. Multiple Intelligences may also works as tools for focusing on learners' cognitive abilities. Educators might find that many of their ideas align with the tools that
have been introduced all through the centuries. These similarities somehow reflects the systematically in the educators themselves during practice. These are also allows the educators to identify the possibilities for further development and also practice the student centered teaching. In addition, when educators shared knowledge, it helps them to communicate about their practice and build another stronger learning environment also encourages more collaborative learning environment as well (Kornhaber 1999; Kornhaber and Krechevsky, 1995; Schon, 1983).

1.2 Problem Statement

The approaches of multiple intelligences are popular among educators. These approaches exist due to the theory that had been introduced by Dr. Howard Gardner. Many teachers utilize multiple intelligences in their teaching philosophy and work to integrate Gardner’s theory into the classroom (Campbell and Dickinson, 2004). Besides that, in the context of Malaysian Education System also the transformation of KSSR, the Multiple Intelligence approaches has become one of the compulsory elements in the teachers daily lesson planning in school (Dokumen Standard Kurikulum Standard Prestasi, 2013).

Traditionally, schools have been designed for students who are mathematical and linguistics, while students who were artistic, musically, or kinesthetic learners were out of luck (Boggeman, Wallach and Hoerr, 2004). Fortunately, educators now recognize that there are many paths to understanding, and students learn best when they are able to engage in activities that involve their strengths. Due to this, teachers or educator especially in
linguistics always try to find their ways to deliver the lesson effectively not only for the materials and the lesson content but also to the needs to understand their learners or students better.

Even though Gardner argues that there is both a biological and cultural basis for the multiple intelligences, teachers must be aware that this might become the greatest influence as well. Gardner (1983) argues that culture also plays a large role in the development of the intelligences. All societies value different types of intelligences. The cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in those areas. Thus, while particular intelligences might be highly evolved in many people of one culture, those same intelligences might not be as developed in the individuals of another.

By knowing these facts and also the demographic background of students, there is always a wide gap between the Effects of Multiple Intelligences Approaches and Learning English Grammar in Classroom. This research is to investigate on how multiple intelligences approaches can influence the student learning English Grammar in the classroom.

The right approaches will work as the effective ways that meaningful for the teaching and learning in the classroom. Due to this matter, this quantitative study is to be carried out to study the Effects of Multiple Intelligences Approaches in Learning English Grammar in Classroom amongst the primary school students.
1.3 Objective

1.3.1 General Objective

The general objective of this research is to study the Effects of Multiple Intelligences Approaches in Learning English Grammar in Classroom.

1.3.2 Specific Objectives

- To investigate the effects of Multiple Intelligences approaches on student motivations in learning English Grammar in the classroom.

- To investigate the effects of Multiple Intelligence approaches on student achievements in Learning English Grammar in the classroom.
1.4 Research Questions

RQ1: Is there any relationship between the use of Multiple Intelligence approaches and student motivations in Learning English Grammar in the classroom?

RQ2: Is there any relationship between the use of Multiple Intelligence approaches and student achievements in Learning English Grammar in the classroom?

1.5 Research Hypothesis

HO1: There is no significant relationship between the effects of Multiple Intelligence approaches and students motivations in Learning English Grammar in the classroom.

HO2: There is no significant relationship between the effects of Multiple Intelligence approaches and students achievements in Learning English Grammar in the classroom.
1.6 Conceptual Framework

The study focuses on the selected

**Multiple Intelligences Approaches:**
- Interpersonal
- Intrapersonal
- Linguistic
- Musical
- Spatial
- Bodily Kinesthetic
- Logical Mathematical
- Naturalist

**Independent Variables**

**Effects on Learning English Grammar**
- Students Motivations
- Students Achievements

**Dependent Variable**

Figure 1: Conceptual Framework

1.7 Significance of The Study

1.7.1 Contribution towards Knowledge

Eventually this research could shine a light onto the issue of the Effects of Multiple Intelligences Approaches and Learning English Grammar in Classroom. This research also should investigate and resolved the student achievements and motivations toward learning English Grammar as well.
1.7.2 Contribution towards Methodology

Since not many known researches have been done in this area before, the research framework could be used by future researchers who would like to replicate the intention of this study in other locations, subjects, and objectives, to name a few factors. This research shall serve as one of the fundamental papers in fortifying the studies in this field.

1.7.3 Contribution towards Practitioner and Community

The finding of this study could help teachers as practitioners to consider implementing by looking in depth the effectiveness of teaching by understanding the approaches and understand the learner better will assists the teachers or educators in making a right choice in tailoring their teaching materials accordingly. The community should be open and supportive toward the results and always be aware of their own roles and responsibility in future.

1.7.4 Contribution towards Policy

The finding will hopefully influence the policy maker to consider what to be included in the pedagogy activities in teaching and learning to ensure effective learning in the classroom.