

**THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES ON THE INPUT,  
PROCESS, AND OUTPUT OF ENGLISH LEARNING  
(A CASE STUDY IN THE KINAESTHETIC CLASS AT SD IMMERSION PONOROGO)**

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**Abstract:** This research aims at: (1) describing the implementation of Multiple Intelligences on the input, process, and output of English Learning in the Kinesthetic Intelligence Class at SD Immersion Ponorogo, (2) identifying the difficulties found on implementing Multiple Intelligences on the process of teaching and learning English in the Kinesthetic Intelligence Class at SD Immersion Ponorogo, and (3) finding out the solutions offered by teacher to overcome the difficulties on implementing Multiple Intelligences on the process of teaching and learning English in the Kinesthetic Intelligence Class at SD Immersion Ponorogo. This research was conducted at SD Immersion Ponorogo which is located on Jl Ukel 39, Kertosari, Babadan, Ponorogo. This research applies a case study method as one of qualitative research. The subject of the research were the English teacher and the fourth grade students of kinaesthetic class at SD Immersion Ponorogo. The data were collected through non-participant observation, interview, and documentation. In analyzing the data, the researcher used interactive model of analysis data by Miles and Huberman, involves three things namely the data reduction, the data representation, and drawing conclusion and verification. The findings of the research reveals that: (1) the implementation of Multiple Intelligences at SD Immersion covers three aspects; the first is the use of MIR to observe the students' intelligence characteristic as a reference for the teacher to design the teaching process, the second is the process of teaching/learning which was designed based on the students' characteristic of intelligences, the third is the process of evaluation and assessment which focused on the students' performance during the learning activity, (2) the difficulties found on implementing Multiple Intelligences are the creativity of the teacher in designing the lesson plan, material, and media independently because MI is not national education's policy, the difficulty in controlling the kinesthetic students' behavior, and the time management for the preparation and activities for the students, and (3) the solutions offered by teacher to overcome the difficulties are the use of online resources as the reference to design the learning materials and media, the use of guiding and assessment during the process of learning to control the students' behaviour, and the adaptation of other lesson plan, material, and media related to the students' on implementing Multiple Intelligences on the process of teaching and learning English in the Kinesthetic Intelligence Class at SD Immersion Ponorogo. In conclusion, the English teacher in the kinaesthetic intelligence class at SD Immersion Ponorogo has implemented Multiple Intelligences in English teaching and learning well.

*Keywords: English Learning, Multiple Intelligence, A Case Study.*

## INTRODUCTION

Every single person in the world is unique and no one is the same even twins<sup>1</sup>. All people are born differently with their own characteristics, powers, intelligences, strengths, and weaknesses<sup>1</sup>. According to Gardner, multiple intelligences theory teaches us that all the students are smart. They are smart in different ways so that every single student should learn with his

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<sup>1</sup> Gardner, Howard (2011). *Frames of Mind*. New York: Perseus Books Group. 15

different style based on his intelligence<sup>2</sup>. Gardner said that there are many, not just one, different autonomous intelligence capacities that result in many different ways of knowing, understanding, and learning about our world. Gardner defined seven intelligences including verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal. Recently, multiple intelligences have been placed more than just a theory. They have been developed into a teaching and learning model including English learning strategies. English education based on multiple intelligences is an education system which considers and accommodates every single potential power and difference of the students. Differentiation involves teachers adjusting the learning environment, teaching style and curriculum content to fulfil our responsibility to reach and teach all of the diverse learners in our classroom<sup>3</sup>

Those paradigms of education system mentioned above are appropriate to the philosophy of national education (Undang-Undang Nomor 20 Tahun 2003) that education is aimed to develop and improve every single potential of the children to be faithful, creative, smart, and responsible<sup>4</sup>. UU nomor 32 Tahun 2013 also stated that the process of teaching and learning should be interactive, participative, fun, challenging, and accommodating the students creativity based on their own talents and intelligences. Those principles recommend that the schools should be able to implement the proportional and humanist education system; that is the ability in accommodating every single potential of the students.

The old paradigm of education which classify the students based on the cognitive score or IQ concept, does not consider students' diversity and uniqueness. The students with different characteristic, intelligence, and style are considered, treated, and taught with the same way. Our education system still has the paradigm that the good students are the students who sit quietly, listen to the teacher carefully, and do the task correctly. The students with kinesthetic intelligences/ kinesthetic learning style who are not able to do those things are considered as the stupid and bad students. The students with kinesthetic intelligence always considered as the naughty students. They are labeled as hyper active or naughty students who are always be neglected and under estimated by the teacher. In the contrary, the new paradigm of education system shows us that the students with different characteristic of intelligence like kinesthetic students are also considered as smart students who should be treated and taught with the different method and strategy of learning which appropriate with their learning characteristic.

Nowadays, various kinds of theory and method in teaching is adapted to implement the humanist education which is appropriate to the new paradigm of education system. Since the

<sup>2</sup> Hoerr, Thomas. 2007. *The Art of School Leadership*. Alexandria: ASCD Publication. 1

<sup>3</sup> Rief, S.F. & Heimborge, J.A. (2006). „Reaching all students through differentiated instruction". In S.F. Rief & J.A. Heimborge (eds), *How to Reach and Teach All Children in the Inclusive Classroom: Practical strategies, lessons and activities* (2nd edn). San Francisco: Jossey-Bass. 3

<sup>4</sup> Depdiknas. 2004. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Bab II Pasal 3 (Jakarta: Pusat Data dan Informasi, Balitbang)

publication of *Frames of Mind: The Theory of Multiple Intelligences* more than twenty years ago (Gardner, 1983), Multiple Intelligences (MI) theory has gained much popularity around the world. Many educators have become interested in the theory. Many schools have been organized around the theory, and numerous books<sup>5</sup>. Recently, multiple intelligences have been placed more than just a theory. They have been developed into a teaching and learning model including English learning strategies. English education based on multiple intelligences is an education system which considers and accommodates every single potential power of the students from the input, process, and the output of the students.

The input is the process of selecting the students (school admission). The only test used for school admission is MIR (Multiple Intelligences Research). MIR contains the result of the students' intelligence characteristic and the best way they learn as the data for the teacher to set and design the learning process which is appropriate to the students<sup>6</sup>.

The new paradigm of education system (MI theory by Gardner) shows us that the students with different characteristic of intelligence like kinesthetic students are also considered as smart students who should be treated and taught with the different method and strategy of learning which appropriate with their learning characteristic. Kinesthetic students should be taught with the strategy and process of learning which is appropriate to their characteristic of intelligence. It is supported by Gardner who stated: "This area has to do with bodily movement and psychology. In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement, i.e. getting up and moving around into the learning experience, and are generally good at physical activities such as sport or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with strong bodily kinesthetic intelligence seem to use what might be termed muscle memory. They remember things through their body such as a verbal memory or images<sup>7</sup>".

The multiple intelligence philosophy of assessment (the output of learning) is closely in line with the perspective of a growing number of leading educators who have argued that authentic measures of assessment probe students' understanding of material far more thoroughly than multiple-choice or fill-in-the-blank tests (see Gardner 1993). The students with kinesthetic intelligence would be under pressure and could not show their maximal abilities when they were evaluated with logical-mathematical learning style like answering the questions on the paper because the bodily-kinesthetic students are expert in using whole body to express ideas and

<sup>5</sup>Nafiz.Kaya.(2007).Comparing Multiple Intelligences Approach with Traditional Teaching on Eight Grade Students' Achievement in and Attitudes toward Science. *American Educational Research Association* 67(1),44-45.

<sup>6</sup>Munif Chatib, *Sekolahnya Manusia*, Bandung: PT. Mizan Pustaka, 2019. 20

<sup>7</sup>Gardner, Howard (1983). *Frames of Mind*. New York: Perseus Books Group, 89.

feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using hands to produce or transform things.

One of the schools which implements the education based on Multiple Intelligences System (MIS) is SD Immersion Ponorogo. Based on the pre observation conducted by the researcher, it is known that SD Immersion Ponorogo is an elementary school which has been implementing Multiple Intelligences theory as a basic paradigm in teaching and learning to accommodate the differences of the students' characteristic, strength, weakness, and intelligence. SD Immersion Ponorogo is the first school in Ponorogo which eager to accept the new students (the input) without cognitive test. This school accepts every students with different background even the students with low cognitive power. There is only Multiple Intelligence Research (MIR) as a test to discover the students' intelligence whether they are powerful in logic mathematic, kinesthetic, linguistic, visual spatial or other intelligences. The best process by implementing Multiple Intelligences theory is the main belief of this school. The students are treated and taught based on their intelligence characteristic. The students with bodily-kinesthetic intelligences who are usually considered as the stupid and naughty students, are treated and taught with the different learning method and strategy which appropriate to their characteristic of intelligence and learning style. They are not considered as hyper active or stupid students but they are considered as smart students who has uniqueness in processing data and information like processing information in learning process.

With regard to those reasons and facts, the writer was interested in conducting a research about the implementation of multiple intelligences in teaching English in SD Immersion Ponorogo. The research was focus on the students with kinesthetic intelligence. There are some researches about the effectiveness of multiple intelligences in education field. Those researches focused on the effectiveness of multiple intelligences on some majors of study like biology, chemist, and mathematics. There is no study about the implementation of multiple intelligences on English learning especially the deep study on kinesthetic students which covered three aspects of teaching and learning elements including the input, process, and output. Thus, this research about the implementation of multiple intelligences in English learning is very important to give a model for the other schools which are interested in implementing English learning based on multiple intelligences theory.

## **RESEARCH METHOD**

The study was conducted at SD Immersion Ponorogo which is located on Jl Ukel 39, Kertosari, Babadan, Ponorogo. SD Immersion Ponorogo is an elementary school which has implemented English learning based on multiple intelligences. SD Immersion Ponorogo is an elementary school which has been implementing Multiple Intelligences theory as a basic paradigm

in teaching and learning to accommodate the differences of the students' characteristic, strength, weakness, and intelligence. The subject of this study is the fourth grade students of kinesthetic class at SD Immersion Ponorogo. There are nineteen students in the fourth grade of kinesthetic class at SD Immersion Ponorogo.

The researcher conducted case study as one of the qualitative research method types to see the phenomenon happened during the process of teaching and learning English by implementing classroom interaction. The data sources of this research were participants, events, and documents. To collect the data, the researcher applied three techniques: Observation, interview, and document analysis. According to Hornby, observation is the act of watching somebody or something carefully for a period of time especially to learn something. By observation, a researcher can observe a process of some activities done by a subject, and then learn and fill a checklist which is prepared based on what happen in real condition<sup>8</sup>. The researcher was observed the process of teaching English of the fourth grade students in the kinesthetic class at SD Immersion Ponorogo. The objects of the observation were teacher's activities, teacher's attitudes, student's activities, and students' attitude.

In this study, the researcher used the guided-unguided interview to find out some data about English teacher's paradigm, motivation, preparation, strategy, difficulties, and solution in conducting MI-based learning to the fourth grade students of kinesthetic class at SD Immersion Ponorogo. Moleong states that interview is discourse with a certain purpose which is done by two sides. The first side here is the interviewer who gives questions and the second side is the interviewee who gives the answer<sup>9</sup>. In this study, the writer used the document which consists of syllabus, teacher lesson plan, teaching evaluation, and all document related to English materials.

The data analysis in qualitative research involves three things namely the data reduction, the data presentation/display and the conclusion drawing/verification<sup>10</sup>. In this study, the writer analyzed the data in three steps. The first step was data reduction. In this step the writer does the process of selecting, focusing, simplifying, and abstracting. In other word, the data reduction was part of data analyses, which emphasizes, made the data shorter, made the theme focused, and arranges the data in appropriate order. The second step was data representation. In this step, the researcher arranged the relevant data in order to get information to make conclusion. In qualitative research, the data taken are in the form of words. The data will be presented in the form of words. The third step was drawing conclusion and verification. In this step the data will be drawn continuously as the result of interpretation. The writer takes conclusion after interpreting the data

<sup>8</sup> Hornby, G. (2010a). Inclusion: Theory and practice for ex-students of special schools. In M. T. Burton (Ed), *Special Education in the 21st Century*, Hauppauge, N.Y. : Nova Science. 119

<sup>9</sup> Moelono, J. Lexy. 1989. *Qualitative Research*. New York: Louisville 135.

<sup>10</sup> Sutopo, H.B. 2002. *Metodologi Penelitian Kualitatif*. Surakarta: Universitas Sebelas Maret Press. 90.

taken. The result of the study becomes the description of multiple intelligences implemented in teaching English in SD Immersion Ponorogo.

## **FINDINGS AND DISCUSSION**

### **1. The implementation of Multiple Intelligences on the Input.**

SD Immersion Ponorogo implements MIR (Multiple Intelligences Research) as the only test for the school admission. The research finding showed that MIR (Multiple Intelligences Research) which was implemented by SD Immersion is a test to reveal the students' characteristic of intelligences. This test is also important for the placement test for the students. MIR (Multiple Intelligences Research) was implemented to know the students intelligence and the students' learning style. MIR contains the result of the students' intelligence characteristic and the best way they learn as the data for the teacher to set and design the learning process which is appropriate to the students<sup>11</sup>.

The research finding also showed us that the result of MIR at SD Immersion is used to classify the students into different groups or classes. One of the classes is kinesthetic class which All of the students in this class are dominant in kinesthetic intelligence. The way they process the information and the way they learn are based on the kinesthetic style, so that the English teacher used all information of the students' profile of kinesthetic to prepare the lesson plan, material, and media to teach them. The old paradigm of education which classify the students based on the cognitive score or IQ concept, does not consider students' diversity and uniqueness. The students with different characteristic, intelligence, and style are tested and measured in the same way (based on their IQ). The new paradigm of education system (MI theory by Gardner) shows us that the students with different characteristic of intelligence like kinesthetic students are also considered as smart students who should be treated and taught with the different method and strategy of learning which appropriate with their learning characteristic. According to Armstrong, the indicator of good school based on Multiple Intelligences theory about is that school should accept students whatever they are. The students admission is not based on the formal test (cognitive test) or IQ<sup>12</sup>.

### **2. The implementation of Multiple Intelligences on the Process**

The implementation of Multiple Intelligences on the process of English learning at SD Immersion Ponorogo in the bodily-kinesthetic class consists of two aspects including the preparation of English teaching and the stages of teaching and learning in the class. Here are the discussion:

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<sup>11</sup> Munif Chatib, *Sekolahnya Manusia*, Bandung: PT. Mizan Pustaka, 2009. 20

<sup>12</sup> Armstrong, Thomas. 2009. *Multiple Intelligences in the Classroom*. Virginia: ASCD publication. 34

Preparation is the most important thing in teaching and learning process. The findings show that Teacher H as the English teacher in the kinesthetic class at SD Immersion Ponorogo prepared the syllabus, the lesson plan, materials, and media for the teaching and learning.

The findings show that SD Immersion especially fourth grade teacher in kinesthetic class used KTSP curriculum and the syllabus of KTS. SK (Competence Standard) and KD (Basic Competence) of learning from the KTSP syllabus designed by the government are developed into lesson plan which covers Multiple Intelligences theory of learning. The KTSP syllabus designed by the government was developed by the teacher with the material and media which appropriate to the theory of multiple intelligences especially for the fourth grade students of kinesthetic intelligence. The findings also show that the lesson plan used in this class (kinesthetic intelligence class) is based on the Multiple Intelligence especially for kinesthetic students which proved by the composition of the stages in lesson plan including alpha zone, the scene setting, activities, and teaching aids. The process of learning should accommodate students' independent learning as Richards stated that Multiple Intelligences pedagogy aimed at making the language learner a better designer of his own learning experience<sup>13</sup>. The research findings show that the teacher H designed those stages based on the kinesthetic intelligence learning style.

The first step is Alpha Zone. Alpha Zone is the activity to prepare the students readiness of learning. In the other terms we call it warming up activity before teaching and learning process. The body movement with song was chosen as alpha zone activity because it is appropriate to the students with kinesthetic intelligence who need body movement activity to make them fun and ready to learn.

The second aspect is scene setting. The scene setting is the most important aspect in the lesson plan because it determines the process of learning including the procedure, material, and media. In the lesson plan above, the teacher designed the scene setting "Market Transaction" because this scene setting covers the activity which is appropriate to the students with kinesthetic intelligence. The activity which accommodate the students' passion to move around doing the market transaction is appropriate to the students in the kinesthetic intelligence class. The third aspect is activities. Activity set by the teacher was the market transaction and bargaining. Those activities were appropriate to give the students activities which cover body movement and practice while learning English conversation. The next aspect is teaching aids. The teaching aids chosen by teacher in the lesson plan are fruits and vegetables. The use of appropriate teaching aids is very important to conduct effective learning process. It is easy to catch the meaning of the words when the students are showed with the real things like real fruits and vegetables. It is appropriate to the

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<sup>13</sup> Richards, Jack C. 2000. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

pedagogical principle of English learning that the use of real objects (e.g. realia or pictures) helps the students associate the meaning of the language easily<sup>14</sup>. The next aspect is assessment. The teachers should determine the good way to assess the students' achievement of learning. In the lesson plan, the teacher wrote the process of assessment of the students' achievement through the process of learning activity. The teacher moved around and wrote the assessment of the students while the students made a conversation through the activity of learning (when the students conducted the market transaction).

The research findings show that stages of English teaching and learning in the fourth grade (kinesthetic class) were designed into 3 steps. The first step was apperception/opening, the second was main activity, and the third step was closing.

The first step is opening. The teacher came to the class, greeted the students, and then gave them the ice breaking activities like easy body movement and singing a song. The teacher asked the students to follow her body movement and sing the song. This activity is called alpha zone. It is very important to attract the students' attention/spirit and to prepare the students' readiness. Because the students are kinesthetic learners, the teacher applied body movement and singing a song to encourage their spirit in learning before the main activity of learning. Physical movements encourage our bodies to manufacture endorphin (the chemical that contributes to runner's high) and dopamine, which helps us see pattern and learn faster so that the use of physical activity made the students feel happy and ready for the learning.

The main activity was the implementation of scene setting set by the teacher. The scene setting is the important point to develop activities of learning, materials, and media. The scene setting of the learning is the frame of all activities conducted. The findings show that Teacher H set "market activities" as the scene setting of teaching and learning. The use of role play (market transaction) by Teacher H as the technique in learning process, made the students of kinesthetic intelligence exposed to the real context learning. According to Larsen-Freeman, the purpose of language learning is communication therefore students need to learn how to ask questions as well as answer them and lesson should contain some conversational activity which provide some opportunity for students to use language in real context<sup>15</sup>.

The activity which needed the students to move around is very effective for the students with kinesthetic learning style like in this class. According to Hoer, in order to teach the students with bodily-kinesthetic intelligence, we have to provide tactile and movement activities; offer role-

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<sup>14</sup> Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. 22

<sup>15</sup> Ibid



playing and acting opportunities; allow students to move while working; use sewing, model making and other activities that require fine motorskills<sup>16</sup>.

The last step of the learning was closing. The teacher showed them things and asked them to say it in English. They pronounced loudly so the teacher could give the correction directly about the pronunciation. The teacher also asked them how to buy and make a bargain. The students who were less active in the activity(written on the teacher's note duringthe activity) were asked to answer and practice how to buy and make a bargain to show that they got the point of the lesson like the other students who were very active during the activity of the lesson. In evaluating and assessingstudents"understanding,therearesomeways canbeimplementedinMIclassroom. One of them can be conducted during the learning and teaching process by checking the performance of the students. In the final session, the teacher gave the applause to the students. All activities in were designed by the teacher to make them happy in the learning process as Littky states that one of the goals of education is to make the students passionate in their learningprocess<sup>17</sup>.

### **3. The Implementation of Multiple Intelligences on the Output**

The multiple intelligence philosophy of assessment (the output of learning) is closely in line with the perspective of a growing number of leading educators who have argued that authentic measures of assessment probe students"understanding of material far more thoroughly than multiple-choice or fill-in-the-blank tests<sup>18</sup>. The research findings show that the students with the characteristic of kinesthetic intelligence were evaluated with the task which could accommodate their capacity of learning style. The teacher had two final evaluation. One of the evaluation was an exam made independently by the teacher (MI-based evaluation). The task was set with the setting of game, role play, etc, which were appropriate to the kinesthetic students to show their achievement in learning process. The students with kinesthetic intelligence would be under pressure and could not show their maximal abilities when they were evaluated with logical-mathematical learning style like answering the questions on the paper because the bodily-kinesthetic students are expertise in using whole body to express ideas and feelings and facility in using hands to produce or transformthings.

### **4. The Difficulty and Its Solutions in Implementing MI at SDImmersion**

The implementation of Multiple Intelligences on English learning for kinesthetic intelligence class has many difficulties, problems, and barriers. It is because the implementation of

<sup>16</sup> Hoerr, Thomas. 2000. *Becoming Multiple Intelligences Schools*. Alexandria: ASCD Publication. 6

<sup>17</sup> Littky, Dennis. 2004. *The Big Picture (Education is Everyone's Business)*. Virginia: ASCD publication. 1

MI learning is not implemented by the government so that the school and the teacher had to conduct it independently.

The researcher found out some barriers faced by the teacher on implementing English learning through Multiple Intelligence theory. Here are some difficulty and its solution by the teacher:

#### 1. Preparing the lesson plan, material, and media

According to Gardner, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement, i.e. getting up and moving around into the learning experience, and are generally good at physical activities such as sport or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with strong bodily kinesthetic intelligence seem to use what might be termed muscle memory. They remember things through their body such as a verbal memory or images<sup>19</sup>. Regarding to that theory, lesson plan which appropriate to the students kinesthetic intelligence is the main aspect to be prepared in successful learning process. For the English teacher in kinesthetic intelligence class (Class Gajah Mada), preparing lesson plan which is appropriate to the students' intelligence characteristic is very difficult because the teacher has to design a creative lesson plan which is able to accommodate the students' way of learning. The teacher has to design the creative and appropriate "scene setting" of the learning activity and then develop it into good lesson plan. The creativity in selecting and designing the scene setting of the learning activity for the students with kinesthetic intelligence is quite difficult for teacher.

Preparing material and media which are appropriate with the scene setting of the lesson of kinesthetic intelligence class are also difficult for the teacher. The teacher has to prepare/set the material and media which are appropriate with the students' characteristic of learning by herself. There is no special book or module from government containing material and media for kinesthetic learning style. The creativity in selecting the material and media is a difficult aspect in implementing multiple intelligences because there is no any MI book set by the government which provide the material and media for the kinesthetic intelligence students. According to Murcia, media help us to motivate students and bringing a slice of real life into the classroom and by presenting language in its more complete communication context<sup>20</sup>.

In preparing the lesson plan, the scene setting of the lesson is the main aspect which determines the activity, stages of learning, etc. To solve the difficulty in preparing and setting the scene setting of the lesson plan, teacher H searched and found the inspiration about the activity and the scene setting on online resources. The teacher used internet to find the sources about the

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<sup>19</sup> Gardner, Opcit 89

<sup>20</sup> Murcia. 2001. *Teaching English as Second or Foreign Language, Third Edition*. Boston: Thomas Learning Inc. 461

creative activity, games, material, and media. Teacher H designed the scene setting which is familiar and easy to implement it like “market transaction” activity.

To handle the problem about the difficulty in preparing the media used in the learning activity, teacher H used easy and cheap stuffs which could be found easily around them like fruit, vegetables, and other snacks. The teacher asked the students to bring several stuffs from their houses. It is appropriate to the pedagogical principle of English learning that the use of real objects (e.g. realia or pictures) helps the students associate the meaning of the language easily<sup>21</sup>

## 2. Controlling the kinesthetic students

The students with kinesthetic intelligence are different from the students with logic-mathematic intelligence and naturalist intelligence. The students with kinesthetic intelligence tend to move all the time and they do not like to sit quietly. The character of the kinesthetic students causes the problem for the teacher to control them. It is impossible for the teacher to ask them to sit quietly while reading and analyzing text because the way their brain process the data is different from the logical-mathematical intelligence students. It can be seen from the findings that the kinesthetic students tend to use body movement during learning process. All students in this class were also very active or full of movement. They tended to move, speak, and do many activities they wanted.

According to Hoer, in order to teach the students with bodily-kinesthetic intelligence, we have to provide tactile and movement activities; offer role-playing and acting opportunities; allow students to move while working; use sewing, model making and other activities that require fine motor skills<sup>22</sup>. Regarding to theory mentioned, Teacher H prepared and set the activity which is appropriate to students’ characteristic of learning like “market transaction” which could accommodate students’ activeness in body movement through learning activity. It was done by Teacher H to control the kinesthetic them which were very active in body movement. Teacher H also accompanied the students during activity of learning and she moved around to check the students’ activities, conversations, pronunciation, and guide them. She also scored the students’ activeness and performance during the process of learning activity so that the students were more serious in conducting the learning activity. The students were the actors of learning while the teacher was a facilitator who guided the activities.

## 3. Time management

The implementation of multiple intelligences on learning is not the government policy and regulation in our national education. Because of that reason, all aspects of MI-based learning involving the policy, the lesson plan, material, media, etc has to be prepared by the school and the

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<sup>21</sup> Freeman, Opcit 22

<sup>22</sup> Hoer, Opcit. 6

teacher by themselves. Thus, in preparing and setting all aspect of MI-based learning in this class need the extra time. The English learning process in the kinesthetic class also needs extra time because the learning through the creative activity which appropriate to the kinesthetic students. The extra time is always be a problem because the teacher H prepared and designed the material, media, and lesson plan byherself.

The process of learning in the class also consumed extra time because in the kinesthetic class the lesson activity. We can see from the class observation, the use of activity “market transaction” needs much time to conduct it.

To manage the time in preparing the lesson plan, material, and media, teacher H used the online resources to search and design the activities, material, and media. Teacher H also used the design of scene setting, lesson plan, material, and media used in the other classes and grades to implement in this class. Like the design of market transaction, material, and media implemented in the fourth grade class, it also could be implemented in the other classes with the same characteristic of intelligences but it was designed in the different level of difficulties and setting. Teacher H also shared to the others teacher about the lesson plan, material, and media which can be adapted to the other class. Sharing and learning with the other teachers was very effective to get the new idea and solution for the problem faced by the teacher in theclass.

## CONCLUSION AND SUGGESTION

Based on the research findings and its discussion, there are several things to conclude. Firstly, SD Immersion Ponorogo has implemented Multiple Intelligences in English teaching and learning well. It can be seen from the aspects that covered the implementation of Multiple Intelligences including; 1) the input by conducting Multiple Intelligence Research (MIR). MIR is the process of selecting, mapping, and classifying students’ characteristic of intelligences. The result of MIR is also important for the placement test for the students. MIR (Multiple Intelligences Research) is used by the teacher to know the students intelligence and the students’ learningstyle. 2) the process of English teaching and learning especially in the fourth grade of kinesthetic class was totally implemented. It can be seen from the all aspects of MI-based learning process including syllabus, lesson plan, material, and media which were appropriate to the students with kinesthetic intelligence. 3) the output of the English teaching and learning was not only the final score of exam, but also the students’ performance through the process of learning. It can be seen from the class observation which showed the process of assessment during the process of learning activity.

Secondly, there were several difficulties, problems, and barriers in implementing Multiple Intelligences faced by the teacher in the fourth grade of kinesthetic class; 1) the difficulty in designing the lesson plan, material, and media which appropriate to the students’ characteristic of kinesthetic intelligences; 2) the time management in preparing all teaching and learning process; 3)

The last, there are several solutions given by the teacher to over the problems in implementing MI-based learning: 1) searching many resources especially online resources from the internet about the creative materials, media, activities, and games which are appropriate with the students' characteristic; 2) setting/designing the appropriate and challenging activity which could accommodate students' activeness in body movement and also guiding, checking, and scoring the students' performance during the activity so that the students were more serious in learning activity; 3) using the scene setting, lesson plan, material, and media used in the other classes to be implemented in this class, but the design of the scene setting, lesson plan, material, and media was redesigned in different level of difficulties and setting of the students/class.

Based on the research finding of the study, the writer would like to give the suggestion for the students, English teacher, and readers. All students are special and smart. They are smart in different way so that they have to learn in different way based on their characteristic of intelligence and learning style. The achievement is not about the score, mark, or rank. It is all about your happiness and spirit in the process of learning. The teacher is a friend, parent, and facilitator in learning process. The teacher has to be aware about the students' uniqueness. His/her duty is discovering ability of the students and then accommodate, encourage, and facilitate it so that the students can achieve their best potential power. Multiple intelligences theory teaches us and makes us aware that every child is special so that we have to discover, facilitate and support their potential and uniqueness. It is better if the next researchers who are interested in Multiple Intelligences try to conduct the research about MI on English learning which focus on the other intelligences like naturalist or musical intelligences. The next research about MI-based learning in other intelligences will enrich the English learning model so that the teacher can be easily implement MI-based learning.

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