Jurnal Agrominansia, 6 (2) Desember 2021 ISSN 2527 – 4538

THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES-READING STRATEGIES IN ENGLISH LEARNING AT AQUATIC RESOURCES MANAGEMENT STUDY PROGRAM UNIVERSITAS MUHAMMADIYAH SINJAI

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ABSTRACT

This study aimed at investigating the effect of the integrated reading strategies based on the aquatic resources' management students' dominant multiple intelligences on their reading comprehension. The method employed was true experimental design with pretest-posttest control groups design. The population of this study was 196 first semester students of Agricultural Faculty at Universitas Muhammadiyah Sinjai in academic year 2021/2022. The samples of this study consisted of 30 students that belong to groups; 15 students in experimental group and 15 students in control group, and they possessed the same high dominant multiple intelligences (existential, interpersonal and intrapersonal intelligences). Two research instruments were used to collect the data in the study, namely multiple intelligences inventory in preliminary research and reading achievement test. The data were analyzed by using descriptive and inferential statistics on SPSS version 20 for windows program. The result of this study showed that there was a significant difference of the students' reading comprehension achievement between experimental group and control group by the gain score of experimental group was 24.00 and control group was 7.11. The data were analyzed by using Independent t-test and the probability value was 0.000.The probability value of Independent t-test $0.000 < \alpha = 0.05$. It was longer than the significant level 0.05. So the alternative hyphothesis (H_1) was tenable. These lead to the conclusion that matching students' dominant multiple intelligences and the integrated reading strategies was imperative for the Aquatic Resources Management students in improving their reading comprehension.

Keywords: *integrated reading strategies, dominant multiple intelligences, reading comprehension*

INTRODUCTION

Reading is one of the important and the essential skills that should be possessed by the first semester students. In learning reading in English subject, students should make themselves get used to reading anything in English to improve their reading comprehension. Students are expected to be able to comprehend the messages in the text. Nevertheless, the students had difficulties in comprehending and understanding the content of the reading texts. When their understanding were checked by the lecturer after reading time, the students could not answer because they did not get the point of what they read in advanced, even the particular information from the text.

This case happens at Universitas Muhammadiyah Sinjai. Based on the researchers' pre-observation, students are not able to comprehend messages of authors. It is proved by their scores during reading activity in classroom; their scores are still low in the pretest. This problem becomes urgent to be solved eventually. It needs to be solved earlier, because of

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some reasons and one of them is reading comprehension is one of skill in English which is included in the syllabus.

The researcher conducted a study to solve it by considering the first semester students' multiple intelligences. Multiple intelligences are proposed by Gardner in his book *Frames of Mind (1983).* Multiple Intelligences consist of verbal-linguistic, mathematical-logic, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential intelligences. Dealing with multiple intelligences and reading comprehension, Hajhashemi, Akef and Anderson (2012) stated that cognitive abilities have influence on reading comprehension and they stated that Goodman (2008) has related reading to thinking and believes that students with normal cognitive abilities have different performances. It means that, in reading, students also have different ability because of their different intelligences especially in reading English literature. This allows lecturer to consider students' diversity in reading construction. Based on this, the researcher assumed that if lecturer, especially English lecturer, know more about their students' multiple intelligences, they can help their students by using strategy based on their strengths in order to improve the students' reading comprehension. This research was feasible to be conducted because the principal that campus highly welcomed such kind of research.

In line with background above, the research question was put forward as in the following "Can the use of integrated reading strategies based on the Aquatic Resources Management students' dominant multiple intelligences improve their reading comprehension?" Deals with the research question, the objective of this research was to find out whether or not the integrated reading strategies based on the students' dominant multiple intelligences improve the Aquatic Resources Management students' reading comprehension.

LITERATURE REVIEW

Reading Comprehension

Heilman, Blair and Rupley (1981) explained that there are some concepts of reading, as follows: (1) Reading is one of the basic communicative skills; it is a very complex process, (2) Reading is interacting with language that has been coded into print. (3) Reading ability is closely related to oral language ability, (4) Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment. (5) The product of interacting with the printed language should be comprehension. The present researcher opined that reading is communication process between readers and authors; the readers read the printed languages to understand the authors' messages.

Heilman, Blair and Rupley (1981:246) described that there are three levels of comprehension, namely: (1) literal comprehension is understand the ideas and information explicitly stated in the passage, (2) inferential comprehension is understand of ideas and information not explicitly stated in the passage, and (3) critical comprehension is Analyzing, evaluating and personally reacting to information presented in a passage. The researcher investigated in - depth three levels of comprehension namely, literal comprehension (comprehend what the author' states explicitly in the text), inferential (comprehend what the author' states implicitly in the text) and critical comprehension (drawing inference and making generalization what the students have read).

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Multiple Intelligences

Gardner (1983:64) revealed that a human intellectual competence must entail a set of skills of problem solving, enabling the individual to resolve genuine problems or difficulties that he encounters and, when appropriate, to create an effective product, and must also entails the potential for finding or creating problems. Therefore, he proposed nine multiple intelligences types, such as verbal-linguistic, mathematical-logic, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist and existential intelligences.

Teaching Reading and Multiple Intelligences

Armstrong (2003) explained that teaching reading based on multiple intelligences, as follows:

a. Bodily-Kinesthetic Intelligence
    1. Let students read standing up, lying down, or in some other posture that allows them to feel comfortable. This practice should apply not just to young children, but also to older learners as well
    2. Give students opportunities to move and read at the same time. For example, student could walk while they read in a reading and moving space,
    3. Allow students to use their hands and fingers while they read.
b. Visual-Spatial Intelligence
    1. Allow students plenty of time to visualize and even sketch as they read.
    2. Give students access to the visual equivalent of a literary work as a supplementary resource. For example, if they are reading a novel, then provide the film treatment of the work if it exists.
    3. Consider using colored backgrounds when showing text in an audiovisual format.
    4. Use color to highlight phrases, special words, words patterns and other reading components
c. Musical Intelligence
    1. Select text that is especially rhythmic and read it aloud. Great examples include poems and stories by Edgar Allan Poe
    2. Take text that is especially boring (such as textbook material), and as group rhythmically chant it out loud as if it were a musical work being performed in a symphony hall.
    3. Get software programs (such as karaoke programs) that allow students to sing a song while they read the lyrics on the screen
    4. Use dialogue in text as an opportunity to play around creatively with rhythms, dialects and intonations.
d. Logical –mathematical Intelligence
    1. Looking at the words a student does know in passage and making predictions and inferences about what the unfamiliar word might be based on those words and other cues (including pictures).
    2. While reading the text itself, student need to ask further questions. First and foremost is the big question, “What is the text mainly about?” Developing logical strategies, such as looking for a main idea early in the text or at the beginning paragraphs, or looking at titles, subtitles, italicized phrases or key phrase.

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e.Intrapersonal Intelligence

1. Select material for reading that has been passionately written. Avoid textbook materials that have been written by committers or with a "school culture" voice
2. Include genres as texts that especially lend themselves to emotional expressions, such as poetry , plays, novels, dialogues, monologues, love letters and romances
3. Allow space in the classroom for students to respond openly with emotions to the material they are reading- let them know, for example, that it's okay to cry, laugh, or respond in some other appropriate way if the material move them.
4. Transcribe a students' oral descriptions of his or her own life for use as text in reading activities
5. When you read stories and novel to your students, put passion into your delivery.
6. As students read text, ask them periodically to share what emotions are brought up by the material and discuss these feelings with them in a sensitive and caring way.

f. Interpersonal Intelligence

1. Let students correspond with pen pals or "key pals" (via e-mail) around the world
2. Have group students "jigsaw" several reading assignment, where each member of small group will read one portion of their assignment and report to the others members. Then, each group can report to the whole class about their piece.
3. During class discussions of text, asks students questions designed to guide them into the minds of author or characters. For example, ask; "What was the author's intent in writing this piece?" or "what do you think the main character intended to do at this point?"

g. Linguistic Intelligence

The educators might provide an area of a classroom or school for "out loud readers." Such readers should not only be able to read, whisper or mumble the words they read but should also be allowed to "think out loud" about the material as they read as well as participate in discussion group both before and after reading.

h. Naturalistic Intelligences

1. When reading a text that takes places in nature, have students close their eyes and experience the scene as fully as possible, imagining what the scene looks like, smells like, sounds like, and feels like
2. Find an animal for each student to care for in school and have students keep an ongoing journal about their experience of feeding and caring for it
3. Read to students from great nature writers such as Henry David Thoreau

The researcher took three kinds of reading strategies (Tierney, Readence and Dishner,1990) which were suited with multiple intelligences theory (dominant multiple intelligences-interpersonal, intrapersonal and existential intelligences) as follows:

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Table 1 Indicators to teach students' dominant interpersonal, intrapersonal and existential intelligence through Presentation, Practice and Production / Use (PPP/U) procedures using integrated reading strategies

Kinds of Dominant Multiple Intelligences	Indicators	Integrated Reading Strategies
Interpersonal Intelligence	- Able to perceive and make distinctions in the moods, intentions, motivation and feelings to other people. - Sensitive to facial expressions, voice and gestures (interpersonal cues) - Able to influence a group of people to follow a certain line of action - They are active participants, not passive receiving printed words from books.	*Jigsaw strategy* (students cooperatively learn new material using a team learning approach). - Explaining the idea of jigsaw - Dividing students into groups - Appointing one student from each group as the leader - Dividing the text into 3-4 segments - Assigning each student to learn one segment - Forming temporary "expert group" by having one student from each jigsaw group join other students who have same segment - Giving students in expert group time to discuss - Asking students back into their jigsaw group and presenting their segment to the group - Asking group to find out the main character of the text.
Intrapersonal Intelligence	- Self- knowledge, able to act adaptively on the basis of that knowledge. - Having an accurate picture of oneself (one's strength and limitations) - Aware of inner moods/feelings - Have capacity for self - discipline, self-understanding and self-esteem.	*Individualized reading* (focus reading instruction on the individual need of each students) - Self- selection (asking students to select text or book that they want to read) - As students read text, asking them to share what emotions are brought up by the material and discuss

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		these feelings (students' personal involvement)
Existential Intelligence	- Able to see their place in the big picture, whether that is the classroom, the community, the world or the universe - Able to summarize and synthesize ideas from many disciplines and sources.	*REAP strategy* (to improve comprehension abilities of readers by helping them synthesize an author's ideas into their own words - R - reading to discover the author's idea - E – encoding the author's ideas into one's own language - A – Annotating those ideas in writing for oneself - P – Pondering the significance of the annotation.

METHODOLOGY

Design and Samples

This research employed experimental research. It was the pretest-posttest control groups design. It is supported by Gay, Mills and Airasian (2006: 254).They stated that the pretest-posttest control groups design requires at least two groups, each of which is formed by random assignment, both groups are administered a pretest, each group receive a different treatment, and both groups are post tested at the end of the study. The experimental group was given treatment using the integrated reading strategies (jigsaw, individualized reading and Reading, Encoding, Annotation and Pondering or REAP), on the other hand, the control group was given treatment using the conventional way that was Three - Phases technique. The population of this research consisted of 196 the first semester students of Agricultural faculty at Universitas Muhammadiyah Sinjai, in 2021/2022 academic year.

To determine the sample, the researcher conducted a preliminary research on September 21st 2021. The result of the preliminary research was 43 students who have dominant multiple intelligences which were divided into 4 groups, namely 30 students had dominant interpersonal, intrapersonal and existential intelligences, 11 students had dominant linguistics, logical and spatial intelligences, 3 students had dominant musical, kinesthetic and naturalistic intelligences. In this study, the researcher took those 30 students who had dominant interpersonal, intrapersonal and existential multiple intelligences. The researcher took this group because they had more students having the same high dominant multiple intelligences than the other groups of students. The thirties students were then divided proportionally based on their score on pretest into two groups, namely fifteen students were grouped into experimental and fifteen students were grouped into control.

Instruments and Procedures

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Data on the students' Multiple Intelligences were already collected on September 21st 2021. The Multiple intelligences inventory was adopted from Emmiyati's inventory (2014) which its validity had been measured. The result of the experts' judgment to the inventory was inventory can be used without any revision, mean score of multiple intelligences inventory was 78 (87%) of 90 (the result of validity of multiple intelligences inventory). This inventory consists of 72 items which covers nine types of Multiple Intelligences. Each type of intelligences consists of 8 statements. It used Guttman Scale that consists of two options. Each number notes certain measurement namely: (1) yes and (0) no (Sugiyono, 2014:139). Each response was assigned a point value, and an individual's score was determined by adding the point values of all statements in each type of intelligences. The score 0 response showed the statement did not relate to the participant's state and the score 1 response showed the statement related to the participant's state. The achievement test consists of pretest and posttest on reading comprehension in the form of multiple choices. The researcher analyzed validity and reliability of the test. The result of tried out of the test indicated that 25 items were valid and 5 items were invalid, namely number 9, 10, 13, 18 and 30 while the reliability of the test was 0.79. The researcher revised the invalid test before used them in the research. She used the tests after they had a good validity and reliability to measure the students' reading comprehension.

The treatments in experimental group and control group were conducted for six meetings. The procedures of collecting data were as follows:

(1)Data on the students' multiple intelligences were collected on September 21st 2021 (preliminary research).

(2) Data on the students' pretest was administered before the treatment given.

(3)The treatment was given six times after the pretest was administered. The treatments were given to both groups.

(4)The procedures for the experimental group; in presentation, the present researcher determined the topic which had to be taught at the meeting and explained about narrative text. In practices, first the researcher taught using *jigsaw strategy (***For Interpersonal Intelligence)**; (a) she divided students into 3-5 groups, (b) she appointed one student from each group as the leader, (c) she divided the text into 3-5 segments, (d) she assigned each student to learn one segment, (e) she formed temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment, (f) she gave students in these expert groups time to discuss the main points of their segment, (g) she asked the students back into their jigsaw groups, (h) she asked each student to present her or his segment to the group, (i) she asked group to explain orally the main character intended to the text or main point of the text. Second, she taught using *individualized reading* **(For Intrapersonal Intelligence)**; (a) she asked students to select a text in their textbook that they want to read or based on the present researcher provided. (b) As students read text, the present researcher asked them to share their emotions and discussed these feelings (students' personal involvement). In Production/use, the researcher taught using Reading, Encoding, Annotation and Pondering or REAP strategy (**For Existential Intelligence)**; (a) she asked students to read the text based practice two in order to discover the author's idea, (b) she asked students to encode the author's ideas into one's own language, (c) she asked students to annotate those ideas in writing for oneself (summary of the text), (d) asked students to ponder the significance of the annotation (moral value of the text).

(5)The procedures for the control group; in exploration (a) greetings, preparing teaching learning process (student's attendance list, pray to Allah SWT etc.), (b) giving motivation to the students that English is a tools of communication (c) questioning and answering

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about the topic in to be studied, (d) interacting students with teacher and the source of learning, (e) involving the students in active learning process. In elaboration (a) giving explanation of the material and learning activity (b) explaining about type of text (c) determining the topic which will be taught, (d) giving the reading material to the students, (e) asking students to read and understood the meaning of narrative text, (f) asking the students to identify factual meaning in the texts, (g) asking the students to identify the communicative purpose of narrative texts, (h) asking the students to identify the structure of narrative texts, (i) students were asked to answer all the questions provided, (j) giving time to the students to communicate their answer orally, (k) Collecting the students' work. In confirmation (a) giving feedback or answer correction about the students' answer, (b) explaining why the answer is correct or false, (c) giving a chance for the students for asking about the materials not clear yet, (d) making conclusion of the lesson.

(6)For the posttest that was after the treatment given.

Data Analysis

The data was collected from each variables were analyzed by using the Statistical Package for Social and Science (SPSS) version 20.0 for windows. Procedure that taken in analyzing the test were:

1. For Multiple Intelligences Inventory
   Student's response to the multiple intelligences was scored to decide the students' multiple intelligences. The highest score of each type of intelligences was 8. It was analyzed into descriptive statistics to measure the frequency, percentages, mean score and standard deviation.
2. For Reading Comprehension Achievement Test
   a. Analyzing the raw data of pretest and posttest. Each of students' correct answer got 1 and the wrong answer got 0.
   b. Calculating the students' score
   c. Tabulating the score of the students' test result
   d. Classifying the students' score.
      To Determine the classification of students' score, the researcher used the scoring system for reading in the following

86-100	: Very good comprehension
71-85	: Good comprehension
56-70	: Fair comprehension
41-55	: Poor comprehension
≤40	: Very poor comprehension

(Depdiknas, 2006)

   e. Calculating mean score, standard deviation, frequency and rate percentage and gain score table between students' comprehension of both groups by using descriptive statistics.
   f. Calculating Independent t-test value (at the significant level 0.05) between students' reading comprehension of both groups.

FINDING AND DISCUSSIONS

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The findings are answers to the research question put forward in introduction.

Research Question: *Can the use of integrated reading strategies based on the Aquatic Resources Management students' dominant multiple intelligences improve their reading comprehension at Agricultural Faculty Universitas Muhammadiyah Sinjai?*

The comparison of gain score for the reading comprehension achievement of experimental and control group was given in the table:

Table 2 Comparison of the Gain Score for the Reading Comprehension Achievement of Experimental and Control Group

Test	Groups	N	Mean	Category
Pretest	Control	15	48.23	Poor
	Experimental	15	39.56	Very Poor
Posttest	Control	15	55.34	Poor
	Experimental	15	63.56	Fair

Table 2 showed that there was an improvement for experimental group and control group. They were in fair and poor category. The gain score of experimental group was 24.00 and the gain score for control group was 7.11. The improvement score of experimental group was higher than the control group. Moreover, the significant value (2-tailed) was 0.000, which was smaller than $\alpha = 0.050$. Thus alternative hyphothesis (H_1) is tenable. It means that there was a significant difference of the first semester students' reading comprehension achievement between the students who were taught based on the students' dominant interpersonal, intrapersonal and existential intelligences through integrated reading strategies and those who were taught by using Three Phases Technique (not taught based on the students' dominant interpersonal, intrapersonal and existential intelligences through integrated reading strategies).It was proved in table 3 below:

Table 3 The Probability Value of Independent t-test for Gain Score of the Students' Reading Comprehension Achievement

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower / Upper
gainscore	Equal variances assumed	.314	.581	6.050	28	.000	16.00000	2.64458	10.58282 / 21.41718
	Equal variances not assumed			6.050	27.639	.000	16.00000	2.64458	10.57963 / 21.42037

The gain score of experimental group is higher than of the control one, because the experimental group had improved from very poor to fair category ranging from 56 to 70, while control group had improved also but still in poor category ranging from 41 to 55. Control group students were stated improved although they were in poor category because

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there was a significant improvement of each group. Their significant value (2-tailed) was smaller than $\alpha = 0.050$, which was given in the following table:

Table 4 The Probability Value of Improvement Score from Each Group

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestControl - PosttestControl	-7.16667	3.59044	2.89432	-11.00510	-2.97824	-3.224	14	.006
Pair 2	PretestExperimental - PosttestExperimental	24.00000	6.84626	1.76805	20.22626	27.77374	13.577	14	.000

For level of comprehension, the experimental group had a significant improvement of three levels of comprehension but the control group; they had only a significant improvement of inferential comprehension. This case was one of reason why the experimental group was better than the control one. It was given in the table 5 below:

Table 5 The Probability Value of Improvement Each Group on Three Levels of Comprehension

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest literal co - posttest literal co	-5.33333	15.97617	4.12503	-14.18064	3.51398	-1.293	14	.217
Pair 2	pretest inferential co - posttest inferential co	-11.33333	16.84665	4.34979	-20.66270	-2.00397	-2.605	14	.021
Pair 3	pretest critical co - posttest critical co	-4.66667	15.05545	3.88730	-13.00410	3.67077	-1.200	14	.250
Pair 4	pretest literal ex - posttest literal ex	-34.66667	15.97617	4.12503	-43.51398	-25.81936	-8.404	14	.000
Pair 5	pretest inferential ex - posttest inferential ex	-24.00000	12.98351	3.35233	-31.19003	-16.80997	-7.159	14	.000
Pair 6	pretest critical ex - posttest critical ex	-13.33333	12.90994	3.33333	-20.48262	-6.18404	-4.000	14	.001

In addition, if the improvement score in level of comprehension for experimental and control group were compared, the improvement score of literal comprehension for experimental group was a significant difference with control group. Nevertheless, for inferential and critical comprehension, there was no a significant difference between them. For overall interpretation for level of comprehension, experimental group was more able to comprehend what the author' states explicitly in the text (literal), comprehend what the author' states implicitly in the text (inferential) and draw inference and making generalization what the students had read (critical) than control one.

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Since the researcher applied those treatments, she concluded that based on the students' score, integrated reading strategies based on dominant multiple intelligences (interpersonal, existential and intrapersonal) were an effective way to improve the students' reading comprehension and it has indicated that the students have motivation to learn reading. What had been found by the present researcher was supported by Modirkhamene and Azhiri (2012) who found that innovative multiple intelligences-based reading task will grant opportunities to discover, value, and enhance the talents of EFL learners in better tackling reading comprehension short comings.

In line with interpretation above, the researcher opined that the first semester students' multiple intelligences were certainly important to be known by the lecturer in order to apply appropriate classroom activities, it was supported by Gardner (1983:64) he stated that a human intellectual competence must entail a set of skills of problem solving, enabling the individual to resolve genuine problems or difficulties that he encounters and, when appropriate, to create an effective product, and must also entails the potential for finding or creating problems and Fleetham (2006:10) also stated that to personalizing learning, teacher must understand the learner (how they learn best, what makes them tick, what motivates them and who they are). In regard to the students' reading comprehension in classroom, Armstrong (2003:7) stated that reading is not simply linguistic acts, it involves all of the intelligences, and many more areas of brain are involved in literacy acquisition. Thus, it was by accommodating the students' multiple intelligences in teaching reading comprehension; it improves the students' comprehension in reading texts.

CONCLUSION AND SUGGESTIONS

Based on the research findings and discussions, the researcher came to the following conclusion; It was found that there was a significant difference of the first semester students' reading comprehension achievement between the students who were taught based on the students' dominant interpersonal, intrapersonal and existential intelligences through integrated reading strategies and those who were taught by using Three Phases Technique (not taught based on the students' dominant interpersonal, intrapersonal and existential intelligences through integrated reading strategies). It was concluded that matching students' dominant multiple intelligences and the integrated reading strategies was imperative.

In the ensuing lines, the researcher addresses the following suggestions in regard to the conclusion. English lecturers should identify the kinds of students' multiple intelligences before they teach them in order to apply appropriate classroom activities to improve the students' reading comprehension achievement and further researches with deepest investigation to examine whether or not integrated strategies based on students' dominant multiple intelligences improve students' listening; writing and speaking are highly recommended.

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