A REALIZATION OF STUDENTS' MULTIPLE INTELLIGENCES IN THEIR VOCABULARY ACQUISITION

Risma Trihandiana Kusmana
(rtkusmana@gmail.com)
English Education Program FKIP Galuh University

ABSTRACT

This article explores on students' multiple intelligences in their vocabulary acquisition. All people have multiple intelligences. These can be enriched, weakened, or even underestimated. The style of students' vocabulary acquisition were affected by multiple intelligences and vocabulary learning strategies (VLS). Nevertheless, most students were not aware of their intelligence. This research investigated the strategies of each student's intelligence to gain their vocabulary and most frequently used vocabulary learning strategies by male and female students. This research employed a descriptive qualitative study by means of two data collection techniques. They were questionnaire and interview. There were 13 respondents. It was concluded that every human being has their own ways of daily learning and intelligence to an extent but only intelligence which is more dominant. Multiple intelligence is not the same with learning style. The present study explored how the students possess their own style to achieve the vocabulary no matter they have same intelligence. Thus, the researcher provides suggests that the other researcher utilizes vocabulary test to find out any intelligence as the best predictor in vocabulary learning and any category in vocabulary learning strategies.

Keywords: *multiple intelligences, vocabulary acquisition, vocabulary learning strategies*

INTRODUCTION

Learning means a change process in human personality. Every human being doesn't have the same approaches of daily learning and intelligences. They have each intelligence to an extent, however there is a main or more dominant intelligence. According to Gardner & Hatch (1989, pp. 4-9), "intelligence is the ability to solve problems or to create products that are valued within one or more cultural settings". Gardner (1997) claims that all human beings have multiple intelligences. These multiple intelligences can be strengthened, weakened or even ignored. He affirms 8 types of multiple intelligence including verbal, logical, visual, kinesthetic, musical, interpersonal, naturalist and intrapersonal intelligence.

Gardner (1983) underlined that all individuals posses personal intelligence features consisting of a combination of seven different intelligence types. In 1997, Gardner then mentioned an eighth intelligence type, namely, natural intelligence. He

claimed that different intelligences rarely run independently; they are used all at once and tend to support at one another, though he thinks the list is not necessarily complete. (Gardner, 1999, pp. 41-43). Multiple Intelligence is sort of stimulation or plea from students to achieve their learning goal. Thus, the theory of multiple intelligences is not the same with the other theories by its extent, its scientific basis and its educational implications. Hoerr (2001) viewed that "people are different in their different aspects of intelligence. This difference causes differences in people's performance on different tasks".

In accessing the knowledge, the students engage their multiple intelligences. For instance, in language learning. A crucial part of language learning is getting new vocabulary as an English language component that is supposed to be taught to complete the language skill development. Those are listening, reading, speaking, and writing. The students who only learns grammar with no vocabulary will be difficult to deliver their message. However, those who learn vocabulary or read the text or look into the dictionary will be able to express what they want (Harmer, 2001 p.13).

Vocabulary is the a particular element that implicates most strongly to success in English comprehension, particularly EFL learners (Yildirim, Yildiz, & Ates, 2011). This study focuses on students' multiple intelligences in their vocabulary acquisition. There is a previous study conducted by Loori (2005, p.77) entitled 'A comparative study between the preferences of males and females'. Ninety international students at three American universities were engaged in this study. It reveled that there was significant difference between males' and females' preferences of intelligences. Male is interested in logical and mathematical intelligence-based activities, whereas female is interested in intrapersonal intelligence-based activities.

Based on previous explanation, the present study was aimed to investigate each student's intelligence-based strategy to obtain their vocabulary and the most frequently used vocabulary learning strategies by the male and female students. Two research questions are elaborated as follow:

1. What are the strategies of each student's intelligence to acquire their vocabulary?
2. What vocabulary learning strategies are the most frequently used by the male and female students?

LITERATUE REVIEW

Multiple Intelligences

Multiple Intelligences is defined and developed Howard Gardner (1983) as human intelligence regarding to a learner-based philosophy that takes over the traditional theory of intelligence focused on verbal-linguistic and logical-mathematical intelligence into a multifaceted human intelligence. Instead it proposed that all human beings have at least eight independent ways in combination enable people to recognize and to perceive the world and to express themselves (Gardner, 1983; Gardner, 1999, pp. 41-43). Multiple Intelligences is the concept that intelligence is the whole things, combining at least eight intelligences. One of its greatest applications of the theory of MI is in education in which it recognize the differences among people's intelligence preferences and their role in learning environment.

8 Types Multiple Intelligences

(1) Logical Intelligence is the skill to view and to analyze patterns, cause and effect relationship in the world, and reason deductively.

(2) Linguistic Intelligence is the skill to use language well and to express oneself rhetorically or poetically. It also aenables one to use language as a means to memorize information.

(3) Visual Intelligence is the skill to comprehend the connection between picture and its meaning. It also manipulates and creates mental images for problem solution.

(4) Musical Intelligence is the skill to recognized tones, musical pitches, and rhythms. This ability is not only how to listen but also to identify patterns through all the senses.

(5) Kinesthetic Intelligence is the skill to use one's thought to control one's bodily movements for problem solution. This challenges the popular notion that mental and physical activity are not connected.

(6) Interpersonal Intelligence is the skill concerning with perception of other people's notions and purposes of others.

(7) Intrapersonal Intelligence is the skill to comprehend self motivations.

(8) Naturalist Intelligence is the skill to understand and identify objects. This intelligence is related with nature, nurturing, classification. Such people learn by means of classifications, categories, hierarchies

Using Multiple Intelligences in Teaching Learning Activities

Agreeing Gardner's Theory of Multiple Intelligences has some influences for teachers concerning classroom instruction. This claims that all eight intelligences need to productively function in society. Teachers should review all intelligences equally. This is on the contrary with traditional education systems, which typically put a higher focus on the development and use of verbal and mathematical intelligences. Therefore, the theory of Multiple Intelligences means that educators should understand and teach to a wider extent of talent and skill.

For instance, in teaching vocabulary, a teacher can teach the students with the words, songs, story telling, role play, and reading a novel. This sort of presentation not only excites students in learning, but it also enables a teacher to reinforce the same material in a variety of ways. By activating a wide combination of intelligences, teaching in this way can provide a better comprehension of the subject material. Gardner (2003) explained that the connection tionship between learning orientation and styles with multiple intelligences should be assessed. Every human being is born with the great intelligences.

From the previous definition, multiple intelligence is some sorts of internal compartment that motivates somebody to reach their goal. Besides, multiple intelligences can directly include learning strategies to make the students interested in learning.

Vocabulary Acquisition

Vocabulary is an important part and always be first thing to learn a language. It is considered as a basic part, both written and spoken. English is taught as equally taught as other compulsory subjects. Nevertheless, English is still considered as a difficult subject to learn. Vocabulary is a number of the words which develop a language. Therefore, without better vocabulary mastery, students will have barrier in learning English.

METHOD

This present study employs descriptive qualitative research. This research took place in Galuh University. The research participants of this research was the second year students of English Education Program. They were 52 students. The technique

sampling of this study was purposive sampling. The research data were collected from multiple intelligences questionnaire, close-ended questionnaire, and interview.

The questionnaire of MI was distributed one of class in second-year students of the English Education Program. This questionnaire consists of 80 Likert-type statements concerning the eight intelligences proposed by Gardner to measure MI types of learners. After the data were collected, the researcher ccomputed and interpreted the total number from each section and adjust the scores on the bar graph provided.

In data analysis of the interview, the researcher transcribed and interpreted the data. According to Brown (2001, p. 215), "transcribing means copying, making arrangement, or recording the data intentionally to reduce the data to a form that can easily be stored, accessed, sorted, and analyzed." Since the interviews took place in Indonesian, the data extracts were presented and translated as well as crosschecked into English by the researcher.

FINDINGS AND DISCUSSION

From data analysis result of each questionnaire responses, it was concluded that the strategies of each student's intelligences to acquire their vocabulary are elaborated as follows:

The first student seems to have naturalist intelligence which means that the student has the ability to recognize, classify objects and concern about classifications, categories and hierarchies. To receive the vocabulary, that student applies memorizing strategies which picturize the new words meaning in that student's mind, study sound of the word and connect it to a personal experience.

The second student seems to have musical intelligence. It means the student has the ability to identify tones, musical pattern, and the capacity to express oneself in musica. To access the vocabulary, that student used determination strategies studied by means of media like songs, cross-checked with Indonesian words that have similar meaning to the new word, used bilingual dictionary (Indo-English) (English-Indo) and found out its translation of the new word.

The third student seems to have kinesthetic and intrapersonal intelligence which means that the student possesses the ability to express his/herselves through body language for communication and he/she also has interest about a natural sense of their own strengths, weaknesses, moods, goals and motivations. To obtain the vocabulary, that student utilized memorizing strategies which connect the new word to personal

experience, paraphrased the meaning of the word, for example the new wordfound when studying, and analysing any available gimmick.

The fourth student appears to have intrapersonal intelligence which means that the student has the ability to recognize their own strengths, weaknesses, moods, goals and motivations. To gain the vocabulary, that student used determination strategies, which guess the word meaning from the context, used media like internet and games, and checked for similar word meaning to the new word in Indonesian.

The fifth student appears to have verbal intelligence which means that the student has the skill to use words and language. Tthat student used determination and metacognitive strategies to receive the vocabulary which always used a bilingual dictionary (Indo-English) (English-Indo), read English novel and movies, checked its meaning of the new word, and checked for Indonesian words that have similar meaning to new word.

The sixth student 6 seems to have kinesthetic intelligence which means that the student has the ability to express his/herself through gesture for the communication. To acquire the vocabulary, that student used memorizing strategies connecting the new word to personal experience, said the new word aloud in studying, and occasionally analysed any available gestures for better understanding of new words.

The seventh student seems to have musical, logical and intrapersonal intelligence which means that the student has the ability to figure out express oneself in music, analyzed problems as logically as possible, and having a sense of themselves. To acquire the vocabulary, the seventh student applied metacognitive strategies which always improved and developed vocabulary knowledge from internet, reading english novel, and learned new words through songs.

Student 8 tends to have kinesthetic and intrapersonal intelligence. Which means that the learner has got the ability to express themselves through body language to communicate and having an understanding of themselves. To acquire vocabulary, student 8 used cognitive strategies, which often made the list and wrote the new word many times, kept a vocabulary notebook for expanding rehearsal, and analyzed gestures to helped understand the new words.

The ninth student seems to engage musical intelligence. It means that the student has got the capability to sense tones, rhythms and musical patterns, and to show oneself expression in music. To access vocabulary, that student applied social strategies, which

usually asked the word meaning to classmates or sometimes interacted in group activity, and discussed song lyrics.

The tenth student seems to possess musical intelligence. It means that that student has got the ability to identify tones, rhythms and musical patterns, and the capability to express oneself in music. To obtain vocabulary, that student utilized memorizing and cognitive strategies that always drilled and repeated the new word over and over when studying and put new words into a list.

The interview was the next instrument to answer second research question. Its result was aimed to investigate the most frequently used vocabulary learning strategies by male and female students, also to ensure and enrich the data about the strategies of students' vocabulary acquisition. Thirteen respondents agree that gaining vocabulary is the most important in learning English.

The first question concerning with the importance of acquiring vocabulary in learning English showed that all respondents agree that acquiring vocabulary was very important because it was the basic things in learning English. Respondents could learn English more if they had master vocabulary. Otherwise, they also might not be able to conduct English conversation.

The second question assumed that most respondents feel insecure if they cannot learn vocabulary effectively. They thought if their way to learn vocabulary just fit for each of them, but not necessarily for others.

The third question which showed personal style in acquiring vocabulary revealed that most respondents prefer learn vocabulary by means of English movies and English songs. Because it was relaxing and entertaining. The respondents didn't have the formal study to acquire new words. The more songs they listened and the more movies they watched implicate that the newer vocabulary they gained.

To find the answer for question number four dealing with the effectiveness of students' vocabulary learning style to gain more words and to improve vocabulary mastery, most respondents said their strategy was effective to gain new vocabulary and to improve their vocabulary mastery. They used some media such as handphone, books, movies, internet, and song. All respondents agree that it is easier to learn new words in fun ways than from dictionary.

The fifth question deals with students' perception of studying new vocabulary words. Two respondents answered they felt a bit forced to learn vocabulary because of

academic demand. Six respondents felt excited. Three respondents felt curious and two respondents gave common perception.

The sixth question revealed students' approaches concerning the most effective way to acquire vocabulary. The responses were various. The respondents thought that taking notes and drilling those words, using English on the phone, discussing with friend, sharing their opinion about learning English, and speaking English everyday were effective in learning vocabulary. But most respondents said that listening english music is the most effective way to gain new vocabulary. Due to the fact that the respondents usually search for the lyrics and how to pronounce it as well as find out the song meaning. Thus, they automatically gained new words.

The seventh question deals with the effectiveness of studying vocabulary auto dyadically or it's better to collaborate with others, five respondents choose studying in group discussion and share their knowledge with other classmates, while seven respondents prefer studying on their own and focused more on their own ways. One student prefers both studying together and by himself due to because time to study by himself or with his friends is available.

Question number eight deals with students' activities during their boredom while studying. Most respondents ignored boring activities. When they reach boredom, they usually take a rest, watch movie, play cellphone, listen song and eat some food. The rest of the respondents said that they never get bored of studying english vocabulary. Because they know the portion when was the right time to study or time to stop.

Question number nine deals with whether students review the vocabulary that they acquired in previous chapter. Eight respondents reviewed the vocabulary that they learned it earlier by listening and singing a song on and on. Thus, they automatically reviewed. The respondents also take note the new words and re-read them. Three respondents said sometimes, and two respondents seldom do it.

The last question revealed that gender can affect their way of acquiring vocabulary. Five respondents said that gender can influence the way acquiring vocabulary. Usually, male learns vocabulary by playing game together, so they know the English terms in the game. Female also has different strategy to acquire vocabulary, they usually listen to music depending on their moods, and find the lyrics by googling. Eight students or most respondents said that there is nothing to do among gender in acquiring their vocabulary. Because it is a matter of individual not a gender.

Based on the interview, it was concluded that they have their style on their own to acquire their vocabulary. Most respondents liked watching movie and listening English song. They didn't acquired new vocabulary through English subtitle on purpose and find out the song meaning from the lyrics. Some respondents write the new word and read the words over and over. That strategy made them curious and happy when they gained new words.

They have their strategy on their own to learn their vocabulary. Most respondents liked movie and English song. They were well-planned to acquired new vocabulary from English subtitle and find out the song meanings on the lyrics. Some respondents write their new word on their books and read the words over and over. Those ways made them excited during learning new words.

Many effective ways came up to help remember the words such as trying to speak English daily, interacting in group discussion, reading the English novel or article, and taking notes whenever they track new words, but most respondents choose studying on their own way. They seldom found boredom because most respondents never found the new words intentionally. Five respondents argued that gender can affect their way of learning vocabulary. They explained that usually males gained the new words from games, and female from songs, because usually females are excited to find out the song meaning. Eight respondents said that gender can't affect their way of acquiring vocabulary. Because it relies on each person, not a gender.

Moreover, the vocabulary learning strategies that had classified vocabulary learning strategies that often used by male and female students of English education program in Galuh University. There were two male students and three female students used determination strategies which refer to individual learning strategies that support learners to find out the word meaning by themselves without getting any help from their teachers or peers. One male student and two female students used memorizing strategies which required linking the word to be mastered with some previously learned knowledge. One male student used metacognitive. This strategy concern mechanism such as decision-making, monitoring and evaluating learner's progress. One female student used cognitive strategies in which learners are not involved in mental processing rather they are engaged in more mechanical processing. One female student used social strategies which employ learners to interact with others. One female used both determination and memorizing strategies, which combine between finding out the word meaning by themselves and required linking the word to be learned along with some

previous learned knowledge. One female student used both social and cognitive strategies which combine between learners' interaction with others and involve mental processing rather they are engaged in more mechanical processing. To answer the second research question, it showed that both male and female learners employ determination (DET) as the most frequently used strategy.

It included the research's result and discussion, some related theories and previous study. Gardner (1997) argued that all individuals have multiple intelligences. These intelligences can be supported and strengthened or ignored and neglected. Based on the results of the first research question, it was revealed that each of intelligence have different style to acquire their vocabulary which is supported by the findings from Loori (2005) who concluded that differ significantly in some of their preferred intelligences. Nevertheless, those five categories of strategies and different types of intelligences are related. In addition, some strategies were used more and some less frequently than others. These result indicated the ignorance of the importance of these strategies specially, meta-cognitive strategy and may conclude that learners don't recognize the essence of these strategies.

Vocabulary learning strategies (VLS) occur when the language learners took steps to get new English words. According to Hedge (2000) "lack of vocabulary knowledge frequently has a worse impact on clarity and fluency of spoken and written language than inadequate grammar knowledge or poor pronunciation." For the second research question, it was concluded that both male and female learners engaged determination (DET) as the most frequently used strategy. The strategies conclude guessing the word meaning, using a bilingual dictionary, analysing any available pictures, analysing any existing gestures, and checking for Indonesian words that have similar form and meaning. This research is not supported by the findings in Ahour and Abdi (2015) who claimed that MEM is the most frequently used strategy by both of male and female learners. But, in Razmjoo's findings (2009), it revealed that improving learners' intelligence in music can promise a fruitful way to improve their vocabulary learning and knowledge which is in line with this study.

CONCLUSIONS

People naturally have multiple intelligences. These multiple intelligences can be reinforced, weakened, or even neglected. Students' vocabulary acquisition is influenced by multiple intelligences and vocabulary learning strategies (VLS) regarding with the

strategies of each student's intelligence to acquire their vocabulary. It was found that vocabulary is very essential in learning English. It shows that there is various style of each intelligence to achieve their vocabulary. In this study, there is no student with visual intelligence. Most of them seem to have musical and intrapersonal intelligence. They like gaining vocabulary from song and movies rather than from formal study. Not only in the form of music, but also the other intelligences like learning from song. Because it is sort of relaxation, they can find the new words, and understand how to pronounce. Those strategies make them curious and happy during words acquisition.

Both intrapersonals and interpersonal connect the new word to personal experience. The verbal put the new word in their book, and read the words on and on. The logical loves to learn English novel, article and comic. The naturalist usually categorizes the words and uses some media, and kinesthetic often writes the new word and analyzed gestures to sense understand the new words. There are so many effective strategies to help remember the words such as trying to speak daily English involving discussion within groups, and taking notes when necessary, but most respondents like studying mostly by themselves on their own.

It was concluded that each human being has various ways of learning and different intelligences used in their daily lives. They have each intelligence to an extent, but there one or more dominant intelligence. Multiple intelligences is not the same with learning styles. This present study explored that the students have their own style to gain the vocabulary despite of being in the same intelligence. Multiple intelligences are reflection of different intellectual skills, in which learning styles presents how the students approach different task.

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