UNIVERSITI PUTRA MALAYSIA

APPLICATION OF MULTIPLE INTELLIGENCES TEACHING APPROACH IN CLASSROOM INSTRUCTION

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By

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Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Master of Science

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

APPLICATION OF MULTIPLE INTELLIGENCES TEACHING APPROACH IN CLASSROOM INSTRUCTION

By

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June 2011

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The aim of this research is to look at teachers' instructional practices in employing multiple intelligences in classroom instruction. The main objective is to explore the application of multiple intelligences teaching approach in classroom instruction based on the POMAT model. Important aspects being explored include the application of multiple intelligences in instructional procedure, instructional objective, instructional material, classroom assessment and instructional technology.

In order to meet the research objective, a qualitative study was developed. Research subjects were six English teachers who serve as informants. Data was collected from classroom observations, semi-structured in-depth interviews and document

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analysis. Classroom observations were conducted to record the actual classroom instruction that took place in English reading comprehension classrooms while semi-structured in-depth interviews were administered to obtain precise information from the informants. Raw data was recorded and transcribed manually. Later, the data was analysed interpretively and descriptively based on the themes that emerged from research findings. Triangulating data was done to ascertain the validity and reliability of the findings.

Research findings reveal that the teachers do apply multiple intelligences teaching approach in classroom instruction even though most of the time they do it intuitively. Regardless of the fact, the teachers accommodate or reinforce two to seven intelligences in a single lesson. Three themes related to the application of multiple intelligences that are commonly employed in instructional procedure are: (1) instructional strategy based on verbal-linguistic intelligence; (2) instructional strategy based on interpersonal intelligence; and (3) instructional strategy based on bodily-kinaesthetic intelligence. The teachers construct instructional objectives based on learning outcome provided in the syllabus and curriculum specification. Two themes related to the application of multiple intelligences that are frequently employed in instructional objective are: (1) instructional objective based on verbal-linguistic intelligence; and (2) instructional objective based on interpersonal intelligence. One theme that emerges from the application of multiple intelligences that are regularly employed in instructional material is: (1) instructional material based on verbal-linguistic intelligence. One theme that transpires from the application of multiple intelligences that always employed in classroom assessment is: (1) assessment

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based on verbal-linguistic intelligence. Overall, the teachers are prone to apply verbal-linguistic intelligence in instructional procedure, instructional objective, instructional material and classroom assessment. It may work fine for students with natural verbal-linguistic strength but it may fail those who need to rely on other strengths to master the world of language learning. The findings also reveal that the teachers seldom integrate technology into their classroom instruction. Therefore, the teachers hardly employ any multiple intelligences in instructional technology. One theme that emerges from the application of multiple intelligences in instructional technology which hinders the teachers from integrating technology into classroom instruction is: (1) drawback. Sub-themes for drawback aspect that explains precisely reasons why the teachers cannot integrate technology into classroom instruction include: (1) time consuming; (2) inefficient lab management; (3) technical problems; and (4) no instructional technology expert.

Based upon the insights gained from this study, it is recommended that teachers vary their instructional strategies used in classroom instruction to cater different intelligences, learning abilities, styles and needs of the students so that no students are left behind. Pedagogical implications of multiple intelligences teaching approach to classroom instruction have also been described. Above all, suggestions on how to apply multiple intelligences teaching approach in classroom instruction based on the POMAT model have been proposed in order to generate more effective classroom instruction. Finally, suggestions for future research have been recommended.

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Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

APLIKASI PENDEKATAN PENGAJARAN KECERDASAN PELBAGAI DALAM PENGAJARAN DI BILIK DARJAH

Oleh

SURIATI SULAIMAN

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Kajian ini bertujuan untuk melihat amalan pengajaran guru dalam mengaplikasikan teori kecerdasan pelbagai dalam pengajaran di bilik darjah. Objektif utama kajian adalah untuk meneroka aplikasi pendekatan pengajaran kecerdasan pelbagai dalam pengajaran di bilik darjah berdasarkan model POMAT. Aspek utama yang diteroka adalah aplikasi kecerdasan pelbagai dalam prosedur pengajaran, objektif pengajaran, bahan pengajaran, penilaian pengajaran dan teknologi pengajaran.

Bagi mencapai objektif kajian tersebut, satu kajian kualitatif telah dilaksanakan. Subjek kajian merupakan enam orang guru Bahasa Inggeris sebagai informan. Data kajian telah diperolehi melalui pemerhatian di dalam bilik darjah, temubual

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mendalam dan semi-berstruktur dan analisis dokumen. Pemerhatian di dalam bilik darjah dilakukan untuk merakamkan proses pengajaran sebenar yang berlaku di dalam kelas pemahaman Bahasa Inggeris dan temu bual secara mendalam dan semi-berstruktur dilakukan untuk mendapatkan maklumat yang terperinci daripada informan. Data mentah telah dirakam dan ditranskripsikan. Data kemudian telah dianalisis secara interpretif dan deskriptif berdasarkan tema-tema yang muncul daripada dapatan kajian. Triangulasi data telah dilakukan bagi menentukan kesahan dan kebolehpercayaan dapatan kajian.

Dapatan kajian mendedahkan bahawa guru-guru ini menggunakan pendekatan pengajaran kecerdasan pelbagai dalam pengajaran di bilik darjah tetapi lazimnya secara intuitif. Namun begitu, guru-guru ini menerapkan dua hingga tujuh kecerdasan dalam satu pengajaran. Tiga tema yang berkaitan dengan aplikasi kecerdasan pelbagai yang kerap digunakan dalam prosedur pengajaran adalah: (1) strategi pengajaran berasaskan kecerdasan verbal-linguistik; (2) strategi pengajaran berasaskan kecerdasan interpersonal; dan (3) strategi pengajaran berasaskan kecerdasan kinestetik. Guru-guru membina objektif pengajaran berdasarkan hasil pembelajaran yang digariskan oleh sukatan dan huraian sukatan pelajaran. Dua tema yang berkaitan dengan aplikasi kecerdasan pelbagai yang kerap digunakan dalam objektif pengajaran adalah: (1) objektif pengajaran berasaskan kecerdasan verbal-linguistik; dan (2) objektif pengajaran berasaskan kecerdasan interpersonal. Satu tema yang muncul dari aplikasi kecerdasan pelbagai yang kerap digunakan dalam bahan pengajaran adalah: (1) bahan pengajaran yang berasaskan kecerdasan verbal-linguistik. Keseluruhannya, guru-guru lebih cenderung

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mengaplikasikan kecerdasan verbal-linguistik dalam prosedur pengajaran, objektif pengajaran, bahan pengajaran dan penilaian. Ianya mungkin berjaya bagi pelajar yang mempunyai kekuatan dalam kecerdasan verbal-linguistik tetapi ianya mungkin gagal bagi pelajar yang perlu bergantung kepada kecerdasan lain untuk menguasai dunia pembelajaran bahasa. Dapatan kajian juga mendedahkan bahawa guru-guru ini jarang mengintegrasikan teknologi dalam pengajaran di bilik darjah. Oleh itu, guru-guru ini jarang mengaplikasikan kecerdasan pelbagai dalam teknologi pengajaran. Satu tema yang muncul dari aplikasi kecerdasan pelbagai dalam teknologi pengajaran yang menghalang guru-guru ini daripada mengintegrasikan teknologi dalam pengajaran di bilik darjah adalah: (1) kekangan. Sub-tema bagi aspek kekangan yang menjelaskan secara terperinci sebab-sebab mengapa guru-guru tidak dapat mengintegrasikan teknologi dalam pengajaran di bilik darjah adalah: (1) kesuntukan masa; (2) pengurusan makmal komputer yang tidak efisien; (3) masalah teknikal; dan (4) ketiadaan pakar dalam teknologi pengajaran.

Bersandarkan kepada dapatan yang diperolehi daripada kajian ini, adalah dicadangkan agar guru-guru mempelbagaikan strategi pengajaran mereka bagi memenuhi kepelbagaian kecerdasan, kebolehan belajar, gaya dan keperluan pembelajaran pelajar supaya tiada pelajar yang ketinggalan. Implikasi pedagogi pendekatan pengajaran kecerdasan pelbagai terhadap pengajaran turut dinyatakan. Cadangan bagaimana mengaplikasikan pendekatan pengajaran kecerdasan pelbagai dalam pengajaran di bilik darjah berdasarkan model POMAT telah diusulkan bagi mewujudkan pengajaran di bilik darjah yang lebih efektif. Akhirnya, cadangan untuk kajian akan datang telah disyorkan.

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I certify that a Thesis Examination Committee has met on **16 June 2011** to conduct the final examination of Suriati Sulaiman on her thesis entitled "**Application of Multiple Intelligences Teaching Approach in Classroom Instruction**" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science in Curriculum and Instruction.

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

_____

SURIATI BINTI SULAIMAN

Date: 16 June 2011

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LIST OF ABBREVIATIONS

MI	Multiple Intelligences
ESL	English as a Second Language
POMAT	Procedure, Objective, Material, Assessment, Technology
MITA	Multiple Intelligences Teaching Approach
MS	Microsoft
MIND	Multiple Intelligences New Directions
CD	Compact Disc
3D	Three Dimensional
V-L	Verbal-Linguistic
B-K	Bodily-Kinaesthetic
V-S	Visual-Spatial
M-R	Musical-Rhythmic
L-M	Logical-Mathematical
INTR	Intrapersonal
INTE	Interpersonal
NAT	Naturalist
P	Procedure
O	Objective
M	Material
A	Assessment
T	Technology
CDD	Curriculum Development Division

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