

An Investigation of English Education Department Students' Intelligence Area at the Ninth Semester of Faculty of Tarbiyah and Teacher Training at Islamic State University of Sjech M. Djamil Djambek Bukittinggi

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Abstrak

Teori Multiple Intelligences terdiri dari delapan kecerdasan dan menyimpulkan semua aspek manusia. Setiap individu memiliki tingkat yang berbeda dari delapan kecerdasan ini, namun kedelapan kecerdasan ini mendukung perkembangan seseorang secara keseluruhan. Penelitian ini bertujuan untuk mengetahui jenis kecerdasan majemuk yang dominan pada mahasiswa pendidikan bahasa Inggris dan bagaimana area kecerdasan dominan mahasiswa mempengaruhi proses pembelajaran bahasa Inggris mereka. Penelitian ini merupakan penelitian kuantitatif dan dilakukan di Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi. Populasi penelitian ini adalah mahasiswa semester sembilan jurusan Bahasa Inggris. Sampel dari penelitian ini adalah 86 mahasiswa jurusan pendidikan bahasa Inggris. Inggris. Kuesioner terdiri dari 80 butir pertanyaan, dan masing-masing kecerdasan terdiri dari sepuluh pertanyaan. Kuesioner didistribusikan melalui Google Forms. Temuan menunjukkan bahwa mahasiswa Jurusan Pendidikan Bahasa Inggris memiliki preferensi yang kuat terhadap kegiatan yang selaras dengan kecerdasan linguistik, dengan persentase tertinggi sebesar 37,29%. Meskipun siswa dengan kecerdasan linguistik tinggi umumnya pandai dalam kemampuan berbahasa, durasi studi mereka tidak hanya ditentukan oleh kecerdasan yang mereka miliki. Beberapa mahasiswa membutuhkan waktu 5 tahun 9 bulan untuk lulus karena berbagai aspek, seperti gaya belajar yang tidak efektif, motivasi yang rendah, kurangnya minat terhadap mata kuliah, kendala ekonomi, dan tuntutan non-akademik. Dengan demikian, kesuksesan akademik dan durasi studi merupakan hasil dari interaksi yang kompleks antara kecerdasan individu dan berbagai pengaruh.

Kata kunci: *Investigasi, Area Kecerdasan, English Education Department*

Abstract

The Multiple Intelligences theory consists of eight intelligences and concludes all aspects of human beings. Every individual has a different degree of these eight bits of intelligence, but these eight bits of intelligence support the overall development of persons. This study aims to investigate the dominant types of multiple intelligences area of English education department and how do students' dominant intelligence areas influence their English language learning process. This research is quantitative research and was conducted at the Faculty of Tarbiyah and Teacher Training, Islamic State University of Sjech M. Djamil Djambek Bukittinggi. The populations were ninth-semester English students. The sample of this research was 86 of English education department students. The questionnaire consisted of 80 items, and each of intelligence was consisted of ten questions. The questionnaire was distributed via Google Forms. The findings show that English Education Department students had a strong preference for activities aligned with linguistic intelligence, with the highest percentage at 37.29%. Although students with high linguistic intelligence are generally good at language skills, the duration of their studies is not only determined by the intelligence that they possess. Some students took 5 years and 9 months to graduate due to various aspects, such as ineffective learning styles, low motivation, lack of passion

for the subject, economic constraints, and non-academic demands. Thus, academic success and study duration result from a complex interaction between individual intelligence and various influences.

Keywords: *Investigation, Intelligence Area, English Education Department*

INTRODUCTION

Every human born into this world carries potentials inherited from heredity; one of the potentials brought is intelligence. Intelligence is one of the human abilities. The ability of intelligence has potential and is a general skill. The environment can help you achieve this skill in real life. It is impossible for human born into this world not to have abilities and talents. So far, society and the world of education (including parents and teachers) have assumed that intelligent students are students who get the highest grades, students who are ranked first, second, and third in class, and students who are intellect in exact science subjects such as math, chemistry, physics, and the like. However, intelligence is broad and not limited to grades and numbers alone. So, intelligence cannot be assessed or measured through scores or numbers.

Good assessment is relevant, continuous, and authentic; students learn from their performance on meaningful tasks. Students need to be able to read, write, and calculate well, so there is a place for students to use linguistic and logical-mathematical skills to demonstrate what is known. For this reason, it is important for students, teachers, and parents to recognize and nurture all the diverse intelligences and all combinations of intelligence. All intelligences are very different because all humans have different combinations of intelligences.

Traditionally, intelligence has not adequately covered all human capabilities. Essentially, everyone has two or more dominant intelligences that humans will use to carry out daily tasks and solve problems in life. In addition, almost everyone has the ability to develop skills in each intelligence and learn through them. Gardner defined eight intelligences to fulfill the criteria of intelligence, namely linguistic, logical/mathematical, spatial/visual, musical, physical/kinesthetic, interpersonal, intrapersonal, and naturalist. The eight intelligences that exist in each individual can be optimized to the level people have, although there is no guarantee that the eight intelligences will stand out evenly in each individual. For this reason, it is necessary for every teacher to re-understand the potential or multiple intelligences possessed by their students, how to optimize each intelligence, and the types of intelligence that stand out and can be developed or optimized in each student.

Linguistic intelligence is one of the basic types of intelligence in language teaching and learning, which means the ability of students' language skills or linguistic capacity. As Gardener stated that, linguistic intelligence is sensitivity to spoken and written language, the ability to learn languages and the capacity to use language to accomplish goals. It also involves the ability to argue with people and analyze patterns of language. This intelligence is engaged in using language to recall information, tell tales, jokes, write letters, or compose poetry.

Armstrong also explained that logical-mathematical intelligence is the capacity to use numbers effectively (e.g., as a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer, or logician). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing.

According to Gardner, the central components of spatial intelligence refers to the ability to fully understand the visual world, to change and adapt one's original perceptions and to reproduce a portion of one's visual experience even in the absence of relevant physical inputs. One may be requested to create forms or just customize ones that have been provided. These abilities are clearly not identical, as a person may be skilled in visual perception but have limited capacity to sketch, create, or change an absent environment.

Armstrong defined that musical intelligence is the capacity to perceive (e.g., as a music aficionado), transform (e.g., as a composer), express (e.g., as a performer), and discriminate

among (e.g., as a music critic) musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece. One can have a figural or “top-down” understanding of music (global, intuitive), a formal or “bottom-up” understanding (analytic, technical), or both.

Bodily-Kinesthetic Intelligence is the intelligence that entails the potential of using one’s whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products. Those who are good at this intelligence can use all their body skills to express ideas and feelings (for example, as actors, mimes, athletes, or dancers) and have the ability to use their hands to produce or change things (for example, as craftsmen, sculptors, mechanics, or surgeons).

Interpersonal intelligence refers to a young child’s ability to discern between persons and detect different moods. In its most evolved form, interpersonal knowledge allows a trained adult to read the intents and wants of many other people, even if they are hiding, and potentially act on this knowledge—for example, by persuading a diverse group of people to behave in a certain way. Political and religious leaders (such as Mahatma Gandhi or Lyndon B. Johnson), astute parents and teachers, and individuals in the helping professions (such as therapists, counselors, or shamans) all possess highly developed forms of interpersonal intelligence. Another opinion defined that interpersonal (social) intelligence is the capacity of understanding, distinguishing and welcoming the emotions, aspirations and needs of surrounding people.

Intrapersonal intelligence is essentially the ability to discriminate between feelings of pleasure and pain and, as a result, to get more involved in or disengage from a situation. Armstrong says that intrapersonal intelligence is knowledge about oneself and the ability to act adaptively based on that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of one’s inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.

Lastly, there’s naturalist intelligence. According to Lunenburg et al., naturalist intelligence is the ability to understand, relate to, categorize, classify, interpret, and explain natural phenomena. Teachers can help students develop this intelligence by having them differentiate between living things (plants, animals) and show sensitivity to the natural world (clouds, rock formations) through the study of relationships like pattern recognition, comparison and contrast, and connections to real-life and science issues. People with naturalist intelligence include Charles Darwin, John Muir, and Jane Goodall.

At the cognitive level, the many intelligences theory provides a framework for understanding individual differences in children’s language learning performance. Interpersonal and intrapersonal intelligence give cognitive explanations for the emotional aspects that influence a student’s language learning performance. Musical, spatial, and bodily kinesthetic intelligence all play key roles in the language acquisition process. Based on the previous explanation, it is evident that multiple intelligences are ideal for students to learn and enhance English.

METHOD

This research used quantitative approach with a descriptive design. The purposed of this research was to investigate the English Education department students’ intelligence area of in Islamic State University of Sjech M. Djamil Djambek Bukittinggi. The population of this research was the ninth semester students of the 2020 academic year of the English Education Department. The sample in this study focuses on even semester English education department namely 9th semesters in the 2020 academic years. There were 4 classes that became respondents. The number of samples was adjusted based on the number of students who graduated above 4 years. And the total number of samples in this study was 86 students of English education department. This research gets the data from questionnaires. The questions were adapted from the book “Multiple Intelligences in the Classroom, 3rd Edition (Association for Supervision and Curriculum Development, 2009), written by Thomas Armstrong on pages 22–26. Then the researcher adjusted the questions based on the needs and situation under study. There were eight kinds of multiple intelligences on the questionnaire that consist of 80 items, and each of intelligence will consist of ten questions. The data analysis in this research used a likert scale. And the items had four options

on a scale of 1 to 5, strongly agree (SA), agree (A), is undecided (U), disagree (D), or strongly disagree (SD).

After getting the data, the researcher described the data. In describing the data of the English Education Department students' intelligence area, the researcher followed the following steps:

1. Collecting of the data students questionnaire
2. The data obtained is entered into a table and tabulated.
3. Calculating the percentage of the data
4. The technique of analyzing the data in this research is percentage technique by using the formula suggested by Sudjana as follow on this page below:

$$P = \frac{f}{n} \times 100\%$$

Description:

P = Percentage
f = Frequency
n = Number of respondents
100% = Constant Number

5. Arrange the percentage into a diagram of the ranting quality percentage.
6. Then, the researcher made the conclusion.

RESULT AND DISCUSSION

The questionnaire was created through a Google form, which participants answered in online. Participants answered the questions according to the students preferred situations based on the questions in the questionnaire. In conclusion, this research collected the data from the questionnaire of multiple intelligence areas to know the location of the intelligence area of English Education Department students at the University of Sjech M. Djamil Djambek Bukittinggi.

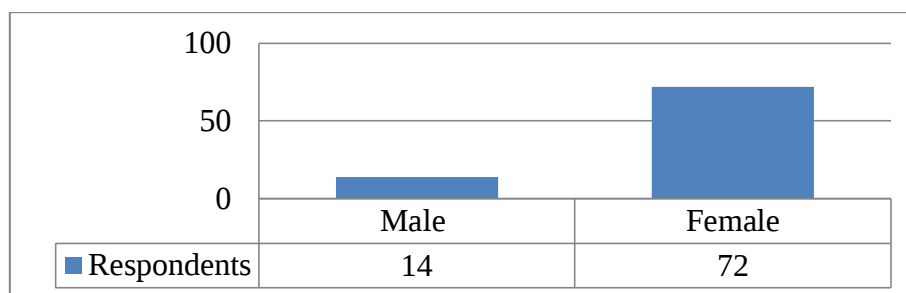


Figure 4-1 The total of students' answered the questionnaire.

Based on the chart above, this used a questionnaire consisting of 80 items. From the table 3.4 above was the lowest score was 1 and the highest score was 5, all the data has been answered by 86 of English education department students'. The researcher found that 72 female with 84% and 14 male with 16% had responded to the questionnaires of multiple intelligence area at Faculty Tarbiyah and Teacher Training at Islamic State University of Sjech M. Djamil Djambek Bukittinggi.

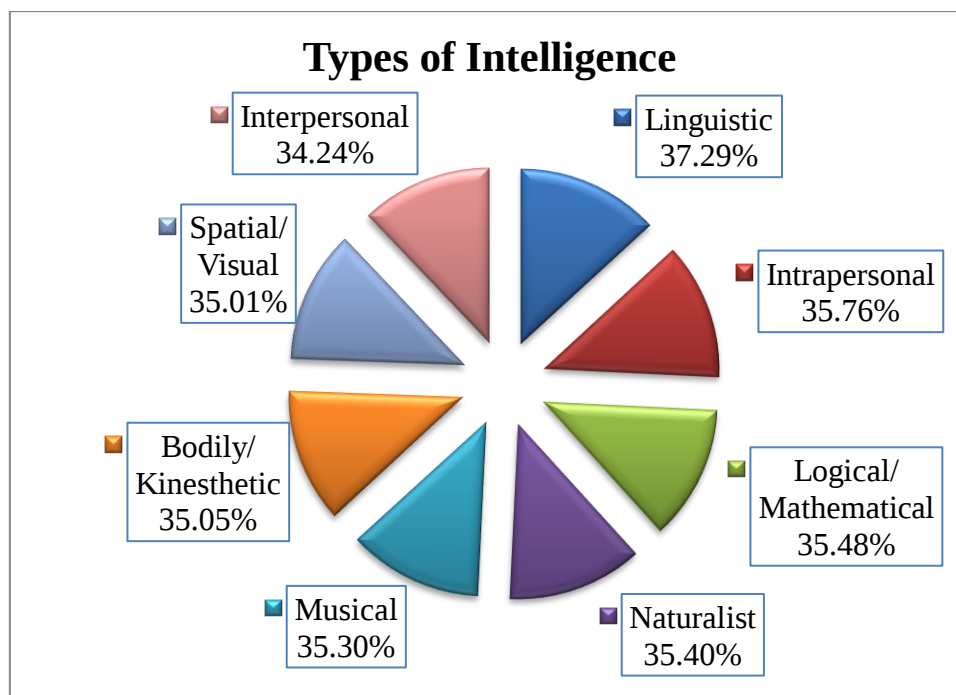


Figure 4-2 General Percentage of Students' Answer of the Questionnaire about Multiple Intelligence Area at the ninth semester at Faculty of Tarbiyah and Teacher Training at Islamic State University of Sjech M. Djamil Djambek Bukittinggi.

The chart above explained the total of percentage of students' answer from all of the statements that the researcher gave to the students about 8 Multiple Intelligences area at Faculty of Tarbiyah and Teacher Training at Islamic State University of Sjech M. Djamil Djambek Bukittinggi. Based on the chart above, it can be seen that students' multiple intelligence results showed that 3 main dominant results, namely linguistics, intrapersonal, and logical/ mathematical intelligence. The first was percentage about Linguistics Intelligence, by getting the highest percentage which is 37,29% among others intelligences. It means English education department students' had an excellent ability can use native language or sometimes other language, to understand and express people thoughts. According to Armstrong, People with high linguistic intelligence usually love words, both spoken and written, and often think in words. This individual learns by verbalization, by seeing and hearing words, and usually enjoys word games. According to Mujiono et al., students with higher linguistic intelligence perform better academically when learning English.

The second was Intrapersonal Intelligence with 35,76%, According to Gardner, the intrapersonal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from one of pain and, on the basis of such discrimination, to become more involved in or to withdraw from a situation. In the process of learning English, intrapersonal intelligence is highly beneficial as it enables for students to identify the most suitable learning styles, such as studying independently or using reflective journals to track their progress. Furthermore, these students tend to have strong internal motivation, making them more consistent in achieving their learning targets, such as improving speaking skills or mastering grammar. Their reflective abilities also help them evaluate their learning progress, identify mistakes, and independently seek solutions. Additionally, they are better at managing stress or anxiety, such as when facing exams or speaking in public in English. With this combination of abilities, students with high intrapersonal intelligence are generally more effective and independent in the process of learning English.

Logical/Mathematical intelligence is the third most selected intelligence by students and it was 35,48%. According to Lunenburg, naturalist intelligence is the ability to understand, relate to, categorize, classify, comprehend, and explain the things encountered in the world of nature. In terms of the research on the logical/ Mathematical Intelligence, Pradana, et al, proved that Logical-

mathematical intelligence significantly impacts learning outcomes by fostering logical reasoning and disciplined study habits. High learning outcomes act as positive reinforcement, motivating students to maintain consistent learning routines, thereby enhancing discipline. This form of intelligence primarily engages the left brain, which supports mathematical thinking and logical problem-solving. And the lowest percentage that was chosen by students, it was interpersonal intelligence with 34,24%.

In the last section, how do students' dominant intelligence areas influence their English language learning process? Most students in English Education Department possess dominant linguistic intelligence, Students with high linguistic intelligence possess an exceptional ability to understand, use, and process language effectively, both in spoken and written forms. This has a significant positive impact on their English learning process. According to Gardner, linguistic intelligence reflects sensitivity to language, including the ability to learn new words, understand grammatical structures, and use language creatively. These students can quickly grasp the rules of English grammar and expand their vocabulary due to their strong verbal memory and awareness of linguistic patterns. They also excel in communication, demonstrating the ability to articulate ideas, construct arguments, and express themselves clearly in English.

Furthermore, their sensitivity to the nuances of language, such as idioms and contextual meanings, allows them to achieve fluency more effectively. In addition, they often enjoy language-based activities, such as reading, writing, and engaging in discussions, which increases their motivation to learn English. With these abilities, students with high linguistic intelligence tend to learn English faster and more effectively, excelling in both academic and practical applications of the language.

The second dominant intelligence possessed by students is intrapersonal intelligence. Students with high intrapersonal intelligence can understand themselves, including their emotions, motivations, strengths, and weaknesses. In learning English, this intelligence is highly beneficial as it enables them to identify the most suitable learning styles, such as studying independently or using reflective journals to track their progress. Gardner (1999), in his theory of multiple intelligences, explains that intrapersonal intelligence allows individuals to deeply understand themselves, enabling them to set goals and adopt effective learning strategies.

Furthermore, these students tend to have strong internal motivation, making them more consistent in achieving their learning targets, such as improving speaking skills or mastering grammar. Their reflective abilities also help them evaluate their learning progress, identify mistakes, and independently seek solutions. Additionally, they are better at managing stress or anxiety, such as when facing exams or speaking in public in English. With this combination of abilities, students with high intrapersonal intelligence are generally more effective and independent in learning English.

The third dominant intelligence chosen by students is logical/ mathematical. Students with high logical-mathematical intelligence possess the ability to think analytically, solve problems, and understand patterns and relationships between concepts. While this intelligence is often associated with fields like mathematics or natural sciences, it also has a significant impact on the process of learning English. According to Gardner, logical-mathematical intelligence enables individuals to think in a structured and systematic way, which can aid in learning a language in an organized manner.

In the context of learning English, students with high logical-mathematical intelligence tend to grasp complex grammar rules and the relationships between different parts of language, such as subjects, predicates, objects, and phrases, more quickly. They can also analyze sentence structures effectively and identify patterns within texts, which helps them understand English syntax more easily. This intelligence also facilitates their ability to solve problems related to translation or understanding texts with complex structures. Moreover, these students are often more organized in their approach to learning English and can plan and break down steps to achieve learning goals, such as mastering grammar or improving writing skills. Their logical-mathematical intelligence also helps them identify mistakes and find analytical solutions to problems.

Therefore, students with high logical-mathematical intelligence can be more effective in understanding and mastering technical aspects of English, such as grammar, sentence structure, and problem-solving in language use, which in turn enhances their overall language proficiency.

The three types of intelligence—linguistic, intrapersonal, and logical-mathematical—significantly impact the English learning process. Linguistic intelligence helps students' quickly master grammar and vocabulary, enhancing their communication skills. Intrapersonal intelligence provides strong internal motivation, allowing students to study independently, manage stress, and evaluate their progress. Meanwhile, logical-mathematical intelligence enables students to understand language structure systematically and analyze grammar rules in depth. Overall, the combination of these intelligences makes students more effective in learning and mastering English, both academically and practically.

CONCLUSION

Based on findings and discussions that have been presented in chapter four about an investigation of English education department students' intelligence area at the ninth semester at Faculty of Tarbiyah and Teacher Training at Islamic State University of Sjech M. Djamil Djambek Bukittinggi. The researcher concluded that there were 72 female students and 14 male students who had answered the questionnaire.

Based on the above findings, for the general results, it can be concluded that English Education Department students' show a strong dominant preference towards activities presented in linguistic intelligence. The percentage of linguistic intelligence was the highest among the others, at 37,29%. It means that English Education Department students' who have high linguistic intelligence tend to excel in language skills, both orally and in writing. And the intelligence that had the lowest percentage was interpersonal intelligence.

From the explanation above, it can be concluded that students with high linguistic abilities should generally have good English skills. However, there are still students who take longer to complete their studies, even with dominant linguistic intelligence, with an average duration of up to 5 years and 9 months. Although high linguistic intelligence can support academic success, the length of study is not solely influenced by this. Factors influencing the duration of study include ineffective learning styles, low interest and motivation, course failures, a mismatch between personal interests and chosen majors, economic limitations, social influences, non-academic demands, and family and educational background.

Therefore, students with dominant non-linguistic intelligence may need more time to adapt to study programs focused on linguistic skills. This indicates that completing studies in more than 4 years is not solely caused by linguistic intelligence but by a complex interaction between individual intelligence and various factors that influence the learning process.

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