

**THE ROLE OF MULTIPLE INTELLIGENCES (MI)
ON STUDENTS' LEARNING MOTIVATION
IN THE INTERNATIONAL CLASS PROGRAM
AT MAN 2 PONOROGO**

THESIS



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I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, this work has not been published or submitted for publication elsewhere.

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Thank you for your attention to this matter.

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Sincerely,



Arista Larasati

ABSTRACT

Larasati, Arista. 2024. *The Role of Multiple Intelligences (MI) on Students' Learning Motivation in the International Class Program at MAN 2 Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training State Islamic Institute of Ponorogo. Advisor: Desi Puspitasari, M.Pd.

Key terms: *multiple intelligence, learning motivation, international class program*

Howard Gardner's Theory of Multiple Intelligences suggests that each student has unique characteristics and multiple forms of intelligence, which are critical to their learning achievement. The International Class Program (ICP) at MAN 2 Ponorogo is a unique class characteristic that provides an international-standard learning environment with advanced facilities and specialized guidance for students with different interests, particularly in English proficiency. The underlying problem of this research was the difficulties of the students and teachers in identifying specific types of intelligence that the students have. Students recognize their strengths but are often unaware of their specific types of intelligence, which will affect their motivation to learn. On the other hand, teachers also experienced challenges in identifying the various types of intelligence in each student that can be explicitly used in implementing appropriate learning strategies.

This study aims to 1) identify the kinds of intelligence among students in ICP at MAN 2 Ponorogo, 2) explore the role of multiple intelligences in influencing students' learning motivation, and 3) analyze the teachers' strategies to accommodate various kinds of intelligence in the classroom. Furthermore, this research provides beneficial information for teachers about the teaching strategies that may be suitable for the students' multiple intelligences, especially in teaching English with the diverse kinds of intelligence and motivation of the students in the class.

This study used a case study design using a qualitative approach. Data collection techniques included observation of class environment and teacher accommodation, interviews for the students to explore the motivation and the teacher about the strategies of learning, and questionnaires to identify the kinds of intelligence and motivation of students. Data were analyzed using the theory from Miles and Huberman. It involved data condensation, data display, and drawing and verifying conclusions.

The study's findings revealed that intrapersonal, logical-mathematical, and kinesthetic intelligence were dominant among students. If they are aware of their intelligence type, they will learn in a way that they are comfortable with and like, which can also affect their motivation. The results showed that the teachers in the ICP class used differentiated learning strategies, adjusting lessons to students' strengths and preferred learning styles. This study provides valuable insights into how students' multiple intelligences can influence learning motivation and even improve learning achievement with the role of differentiated learning strategies from the teacher to accommodate diverse intelligence.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Every student has different characteristics and is unique in every aspect. One of the uniqueness of students is intelligence.¹ Intelligence is one of the essential elements of learning achievement, and every student has had it since birth.² Every individual has incompatible potentials and several intelligences, and sometimes, only some things are honed well by parents and educators at school or in the education system (national curriculum).³ That is why the school teacher needs to find the best teaching strategy to ensure every student's intelligence is recovered well. Understanding the diverse ways students acquire and process information with their well-known intelligence is crucial for optimizing the effectiveness of English language learning.

The diversity of students' intelligences in the educational context aligns well with Howard Gardner's Theory of Multiple Intelligences (MI). A successful educational approach should recognize individuals' intelligence and offer them opportunities to nurture those within themselves.⁴ Because each child cannot only be seen from the Intelligence Quotient (IQ) parameter alone, Gardner discovered new findings that stated that each child has more than one different intelligence expressed in various forms.⁵ The intelligence mentioned by Gardner is verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetics,

¹ Howard Gardner, *Multiple Intelligences: Memaksimalkan Potensi & Kecerdasan Individu dari Masa Kanak-Kanak hingga Dewasa*, ed. Pray, trans. Yelvi Andri Zaimur (Jakarta: Daras Books, 2013).

² M. Alim Bahri As'ad, "Exploring Students' EFL Learning through Gardner's Multiple Intelligences Theory" (masters, UNIVERSITAS NEGERI MAKASSAR, 2019), <http://eprints.unm.ac.id/15156/>.

³ Titin Nurhidayati, "Inovasi Pembelajaran PAI Berbasis Multiple Intelligences," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 3, no. 1 (2015): 23–56.

⁴ Arshy Prodyanatasari et al., "Comparison of Educational Theories: Perspectives of Carol Dweck and Howard Gardner in Developing Individual Potential," *ANTHOR: Education and Learning Journal* 2, no. 6 (July 29, 2023): 725–32, <https://doi.org/10.31004/anthor.v2i6.250>.

⁵ Zafar Iqbal Bhatti et al., "Applying Gardner's Multiple Intelligences Theory in EFL Context," *Jahan-e-Tahqeeq* 5, no. 2 (June 26, 2022): 207–17.

musical, interpersonal, and intrapersonal.⁶ Intelligence can be a predictor of academic achievement. Good stimulated intelligence can affect students' studying behavior.⁷ When students recognize their intelligence or strengths, they can empower themselves to build their profiles and inspire them to acquire skills for learning.⁸

Students with diverse intelligence may find different levels of understanding in the learning processes.⁹ Nonetheless, multiple intelligences serve as a resource to help students identify and appreciate their strengths and their preferred learning methods, leading to a better understanding of themselves as learners.¹⁰ Additionally, when students recognize their intelligence well, it can encourage them to invest time and effort in acquiring new knowledge and skills. While students grasp concepts in school in various ways, this understanding fosters a positive learning environment where students feel motivated to explore further.¹¹ As students recognize their diverse strengths, they become more eager to engage and learn, and enthusiasm fuels their motivation, driving them to succeed academically and personally.¹² Ultimately, the relationship between intelligence and motivation contributes to their learning journey to achieve success.

⁶ Hani Morgan, "Howard Gardner's Multiple Intelligences Theory and His Ideas on Promoting Creativity," *Celebrating Giants and Trailblazers: A-Z of Who's Who In Creativity Research and Related Fields*, January 1, 2021, 124–41.

⁷ Katharina Kriegbaum, Nicolas Becker, and Birgit Spinath, "The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A Meta-Analysis," *Educational Research Review* 25 (November 1, 2018): 120–48, <https://doi.org/10.1016/j.edurev.2018.10.001>.

⁸ Nazhat Afsani, "Hubungan antara Multiple Intelligences dan Motivasi Belajar dengan Hasil Belajar Biologi Peserta Didik Kelas XI MIA SMAN di Kota Parepare," 2019, 461–65.

⁹ Detlef Urhahne and Lisette Wijnia, "Theories of Motivation in Education: An Integrative Framework," *Educational Psychology Review* 35, no. 2 (March 30, 2023): 45, <https://doi.org/10.1007/s10648-023-09767-9>.

¹⁰ Aayesha Sagir Khan, Samar Alnmer, and Sagir Ahmed Khan, "Maximizing Learning Potential: Integrating Multiple Intelligences Theory In EFL Teaching And Learning," *Educational Administration: Theory and Practice* 30, no. 2 (April 15, 2024): 852–58, <https://doi.org/10.53555/kuey.v30i2.2509>.

¹¹ Sophia Fithri AlMunawwarah, "Students' Motivation in EFL Learning," *TELL-US JOURNAL* 4, no. 2 (September 30, 2018): 107–19, <https://doi.org/10.22202/tus.2018.v4i2.2779>.

¹² Carmen Magdalena Mero Alcivar, Carlos Eduardo Sornoza Menéndez, and Anita Dolores Zambrano Valencia, "Motivation and Its Importance in the Classroom Learning Process and Teaching," *International Research Journal of Engineering, IT and Scientific Research* 7, no. 4 (July 10, 2021): 148–54, <https://doi.org/10.21744/irjeis.v7n4.1881>.

Determining a student's academic success and overall well-being critically hinges on motivation. Learners' motivation is probably the most crucial factor in learning, and it can drive learners to their goals even if it impacts the teaching process as the central aspect.¹³ Motivation can grow from within the students as intrinsic motivation or come from outside the students as extrinsic motivation.¹⁴ More motivated students tend to achieve higher levels of success than those who are less motivated because those with solid motivation show a strong desire and enthusiasm to be involved in school activities and learning and will, therefore, have more achievements.¹⁵ Moreover, teachers must create a good classroom atmosphere and teaching strategy to make the class exciting and motivate learners to learn.¹⁶ It is the key to teaching and learning, achieving good results, and getting the best results.

Adjusting strategies emphasizing the student's strengths as their intelligence can create a supportive and motivating learning environment. MI-based learning fosters learning that considers the diversity of MI, which significantly increases students' motivation by recognizing their diverse intelligence. Adjusting the learning activities approach to address the needs of students who require freedom, involvement in competence, and relatedness to activities leads to more extraordinary enthusiasm for learning. As a result, students become more motivated and active participants, especially in English Foreign Language (EFL), which will improve academic outcomes.¹⁷

¹³ Hayo Reinders et al., eds., *Innovation in Language Learning and Teaching: The Case of the Middle East and North Africa* (Cham: Springer International Publishing, 2019), <https://doi.org/10.1007/978-3-030-13413-6>.

¹⁴ Borah, Mayuri, "Motivation in Learning," *Journal of Critical Reviews* VOL 8, no. 02 (2021): 550–52.

¹⁵ Hilva Yanuarti and Dian Rosmayanti, "The Relationship Between Students' Motivation and Their Learning Achievement," *PROJECT (Professional Journal of English Education)* 1, no. 6 (March 25, 2019): 783, <https://doi.org/10.22460/project.v1i6.p783-788>.

¹⁶ Jacob Filgona et al., "Motivation in Learning," *Asian Journal of Education and Social Studies* 10, no. 4 (2020): 16–37.

¹⁷ Kartika Indah Permata, Rheyna Salsabilla, and Md Sikandar Ali, "Multiple Intelligence-Based Instruction to Increase Students' Intrinsic Motivation in Learning English," *Applied Research on English Education (AREE)* 1, no. 1 (January 17, 2023): 48–59.

Madrasah Aliyah Negeri (MAN) 2 Ponorogo further exemplifies this as a higher-in-rank educational institution, the second school in the best MA in East Java, as reported by the *Lembaga Tes Masuk Perguruan Tinggi (LTMPT)*.¹⁸ The students always make various achievements every year.¹⁹ MAN 2 Ponorogo innovates to adapt to developments over time and strives to establish superior, advanced madrasah-based schools. Motivation is considered an essential aspect of comprehensive research on language acquisition.²⁰ It has implemented the International Class Program (ICP) to provide a comprehensive educational experience and emphasize English proficiency as a critical component.

The ICP has fantastic facilities and tools for effective teaching and learning. This class is built to prepare students for the world and help them develop critical skills to connect with global subjects. This class just launched in 2023, and it is new for a madrasah to implement an international program aligned with its stated goals as a higher-in-rank school. This class offers specialized guidance to students with different interests regarding preparations for studying abroad. It is committed to supporting students and ensuring they are academically, culturally, and linguistically prepared to face challenges in international higher education.²¹

Researchers have extensively examined motivation in learning, highlighting how students' recognition of their intelligence or strengths can empower them to shape their profiles and drive their acquisition of learning skills. For instance, Ahmad said integrating multiple intelligence theories influences students' learning motivation. The research aimed

¹⁸ "Top 5 MA Unggulan Di Jawa Timur Versi LTMPT, Antara MAN 2 Ponorogo Dan MAN 2 Kota Madiun Juara! - Malang Network," accessed March 7, 2024, <https://malang.jatimnetwork.com/pendidikan/3798718617/top-5-ma-unggulan-di-jawa-timur-versi-ltmpt-antara-man-2-ponorogo-dan-man-2-kota-madiun-juaranya>.

¹⁹ MAN 2 Ponorogo, "Prestasi," MAN 2 Ponorogo, 2024, <https://manduaponorogo.sch.id/category/siswa/prestasi/>.

²⁰ Rizki Denarti and Ika Lestari Damayanti, "The Influence of Motivation and Achievement in Senior High School," *Premise: Journal of English Education and Applied Linguistics* 12, no. 3 (October 31, 2023): 825–37, <https://doi.org/10.24127/pj.v12i3.7658>.

²¹ MAN 2 PONOROGO, "MAN 2 Ponorogo Launching Kelas Internasional," MAN 2 Ponorogo, July 15, 2023, <https://manduaponorogo.sch.id/man-2-ponorogo-launching-kelas-internasional/>.

to determine the impact on students' motivation levels by implementing diverse teaching activities tailored to different intelligences. The study revealed that integrating multiple intelligence activities significantly elevated students' motivation, underscoring the potential of this approach to enhance learning experiences and outcomes.²² Also, Shelawati found that applying the correct method, namely a method that adapts multiple intelligences, can improve students' ability to master skills, especially speaking skills, and develop and give them a clear picture of how to use learning models and improve their achievement.²³

Based on an interview with an English teacher, it is clear that students showed various types of intelligence, which can be seen from their varied interests in the subject matter. However, teachers may not be aware of the specific categorization of this intelligence. The observation also showed that although the student may recognize their strengths in certain areas, they lack an understanding of their specific intelligence, such as whether they excel in intrapersonal, logical, or linguistics. Because intelligence intersects with learning motivations, this lack of knowledge of the specific intelligence among students underlying the problem makes it crucial to understand. Understanding intelligence can ultimately improve student achievement and success.

The unpredictability of students' specific intelligence types was the basis of this research. If students can identify their different intelligence types, they can improve and explore learning methods that suit their strengths, which can also affect their motivation. The observation showed the teacher in the class implementing various media and integrated activities into discussions, debates, interactive games, group work, or collaborative projects, encouraging interaction to enhance communication skills. Those learning methods

²² Abdul Razaq Ahmad et al., "Application of Multiple Intelligence Theory to Increase Student Motivation in Learning History," *Asian Culture and History* 7, no. 1 (November 17, 2014): p210, <https://doi.org/10.5539/ach.v7n1p210>.

²³ Shelawati Rizqiningsih and Muhamad Sofian Hadi, "Multiple Intelligences (MI) on Developing Speaking Skills," *English Language in Focus (ELIF)* 1, no. 2 (2019): 127–36.

indirectly accommodate the students' diverse intelligence. Understanding each student's intelligence also allows teachers to choose the right strategies in the learning environment.

MAN 2 Ponorogo, especially in the ICP class, offers an international standard learning environment with a strong emphasis on mastery of English as the language of instruction. This program uses a more dynamic curriculum with various approaches, such as international collaboration, the use of technology media, and English language-based projects, which distinguish it from regular classes. The students of ICP also have an active involvement in international competitions that allow them to expand their network and hone their English language skills. These advantages made ICP an ideal place to research because the selected students have various intelligences and motivation to learn English as a Foreign Language. Various learning styles have been applied, and there was an exciting challenge regarding how differences in each student's unique intelligence and potential can be further optimized so that each student gets the approach that best suits his or her learning style.

This research was needed to explore the kinds of student with multiple intelligences and the role of intelligence in their learning motivation. The learning strategy applied after knowing the students' diverse intelligence can be optimized to increase student motivation in the 11th International Class Program at the MAN 2 Ponorogo. It was conducted to understand better how the intelligence of each student was involved in the learning process that potentially affected their learning motivation. By delving deeper into how MI can influence learning motivation, this study will provide insights for teachers to refine teaching strategies more appropriate to students' needs so that English learning can be more inclusive, effective, and motivating for all students.

Related to the explanation, the researcher conducted a study about the roles of multiple intelligences in students' learning motivation in the context of EFL under the title: The Role

of Multiple Intelligences (MI) on Students' Learning Motivation in the International Class Program at MAN 2 Ponorogo.

B. Research Focus

Based on the background, this research focuses on 11th graders of International Class Programs students of MAN 2 Ponorogo, Howard Gardner's Multiple Intelligence theory, and the student's motivation, which affects their learning motivation.

C. Statements of the Problems

1. What kinds of intelligence do the students have in the International Class Program at MAN 2 Ponorogo?
2. What are the roles of students' multiple intelligences on the student's learning motivation in the International Class Program at MAN 2 Ponorogo?
3. How do the teacher teachers' strategies accommodate various kinds of Intelligence in the classroom?

D. Objectives of the Study

1. To find out the kinds of International Class students' intelligence at MAN 2 Ponorogo.
2. To find out the roles of students' multiple intelligences on the student's learning motivation in the International Class Program at MAN 2 Ponorogo.
3. To find out how the teacher teachers' strategies to accommodate various kinds of intelligence in the classroom

E. Significances of the Study

This research will benefit the following parties.

1. Theoretical significance
 - a. This research hopes to provide scientific treasures and reference sources to improve the quality of teaching and learning activities in the classroom and at school, especially in English Language subjects.

- b. As a basis or reference for further research on applying multiple intelligence strategies in the English lessons at high school or equivalent.

2. Practical significance

a. Teachers

This problem is expected to add some perspectives and references to them and their duty to lead their students and increase their motivation for success in their English learning. This research can be crucial for educators and curriculum designers to refine and enhance teaching strategies tailored to students' cognitive strengths and preferences. Understanding how different intelligences influence students' motivation can provide practical knowledge to improve English language education. It may recommend optimizing teaching methods, making learning more engaging and effective, and contributing to improvements in teaching practices, curriculum development, and educational policies

b. The students

This study is expected to give insight into Multiple Intelligence approaches and the motivation aspect that will affect their study, particularly in the International Class Program at MAN 2 Ponorogo.

c. The researchers

This problem is expected to inform readers and enrich references concerning the role of multiple intelligence approaches in student learning motivation. The research can provide valuable insights into how Multiple Intelligence approaches impact students' motivation to learn English.

F. Organization of the Thesis

The first chapter is an introduction that contains the background of the study, the statement of the problem, the study's objective, the significance of the study, the research focus, and the organization of the thesis.

The second chapter discusses previous research findings and theoretical background related to this research.

The third chapter concerns research design, setting, data sources, data collection techniques, data analysis, and research validity.

The fourth chapter is the findings and discussion. This chapter discusses general data description and specific data description. In this chapter, the researcher discusses the research's results based on the statement of the problems, such as the school profile, vision, and mission of the school, and the findings and discussion about the kinds of students' intelligence, motivation, and teacher's strategies in the class of 11th graders of ICP MAN 2 Ponorogo.

The fifth chapter is about the conclusions and recommendations. It aims to give the research conclusion and related suggestions.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Multiple Intelligence

a. Definition of Intelligence

Intelligence is responding appropriately to new situations and using reason to solve problems.²⁴ According to the Cambridge Dictionary, intelligence means acquiring knowledge, understanding, criticizing, or giving an opinion based on reason.²⁵ According to Howard Gardner, intelligence is the capacity to overcome or produce something of value in a particular cultural context. Intelligence is something that humans must have and must be cared for and paid attention to by every human being for the sake of survival in the world. Humans can solve real-life challenges with higher intelligence, not just in theory.²⁶

Some abilities involve reasoning about things, planning, solving problems, thinking abstractly, understanding complex ideas, learning quickly, and learning from experience, making intelligence a very general mental intelligence. This means that academic ability is not assessed outside the cognitive context, such as intelligence, simply because of book learning and narrow academic skills or intelligence in taking tests.²⁷ Because of the differences in thinking in every

²⁴ Kurnia Muhajarah, "Beragam Teori Kecerdasan, Proses Berpikir Dan Implikasinya Terhadap Pembelajaran Pendidikan Agama Islam," *Jurnal Pendidikan, Sains Sosial, Dan Agama* 8, no. 1 (July 8, 2022): 116–27, <https://doi.org/10.53565/pssa.v8i1.442>.

²⁵ "Intelligence," November 29, 2023, <https://dictionary.cambridge.org/dictionary/english/intelligence>.

²⁶ Morgan, "Howard Gardner's Multiple Intelligences Theory and His Ideas on Promoting Creativity."

²⁷ Linda S. Gottfredson, "Mainstream Science on Intelligence: An Editorial with 52 Signatories, History, and Bibliography," *Intelligence* 24, no. 1 (January 1997): 13–23, [https://doi.org/10.1016/S0160-2896\(97\)90011-8](https://doi.org/10.1016/S0160-2896(97)90011-8).

problem-solving, it can be concluded that students also have different ways of learning.²⁸

According to Gardner, every individual has multiple intelligences, which does not always indicate a high level of intelligence in all types of intelligence. In this context, there are potential differences between various kinds of intelligence possessed by individuals, with the possibility of superiority in one type of intelligence while lower levels in other types of intelligence.²⁹ According to Gardner's theory of multiple intelligence, there are eight intelligence bits, including linguistic, logical-mathematical, spatial, musical, body-kinesthetic, naturalistic, interpersonal, and intrapersonal intelligence.³⁰

a. Kinds of Intelligence

Howard Gardner developed the multiple intelligence theory in 1983 in his book *Frames of Mind*. Gardner introduced the idea that each person has several types of intelligence that disorder differently and cannot be considered solely based on the traditional IQ test.³¹ The eight kinds of intelligences Gardner claims that each individual has:

1) Linguistic intelligence

This intelligence plays with words, language, and effective communication.

- a) Learning and utilizing language for goal achievement
- b) Sensitivity to both oral and written language

²⁸ Anita Indria, "Multiple Intelligence," *Jurnal Kajian Dan Pengembangan Umat* 3, no. 1 (2020), <https://www.jurnal.umsb.ac.id/index.php/ummattanwasathan/article/view/1968>.

²⁹ Agrissto Bintang Aji Pradana et al., "Integration of Multiple Intelligence Theory in ELT: A Systematic Review" (3rd Borobudur International Symposium on Humanities and Social Science 2021 (BIS-HSS 2021), Atlantis Press, 2022), 115–22, https://doi.org/10.2991/978-2-494069-49-7_22.

³⁰ Katie Davis et al., "Chapter 24: The Theory of Multiple Intelligences," in *The Cambridge Handbook of Intelligence Edited by Robert J. Sternberg and Scott Barry Kaufman*, Cambridge Handbooks in Psychology (Cambridge: Cambridge University Press, 2012), 485–503.

³¹ As'ad, "Exploring Students' EFL Learning through Gardner's Multiple Intelligences Theory."

- c) Thinking in words
- d) Enjoyment of reading, writing, storytelling, and word games³²

2) Logical-mathematical intelligence

It works around logical reasoning, problem-solving, and thinking in abstract ways.

- a) Analyzing problems and performing mathematical operations
- b) Showing interest in experimentation, questioning, and solving logical puzzles
- c) Engaging in science demonstrations and experiments
- d) Addressing story problems involving concepts

3) Visual/spatial intelligence

This relates to the ability to visualize and manipulate spatial images, navigation, or architecture.

- a) Visual perception and evaluation of images
- b) Mental visualization through images
- c) Thinking processes centered around visual elements and pictures
- d) Interest in drawing, doodling, designing, and visualization

4) Bodily-Kinesthetics Intelligence

Includes physical coordination, movement, and the ability to use the body skillfully.

- a) Utilizing physical motions and movements to convey emotions and ideas

³² Merlin Juliani, "A Study on Multiple Intelligence in EFL Classrooms at The Eight-Grades Students of SMP Negeri 6 Lubuklinggau," *Journal of English Education, Literature and Linguistics* 4, no. 1 (April 28, 2021): 1–13, <https://doi.org/10.31540/jeell.v4i1.1149>.

b) Interests in activities like running, building, dancing, jumping, touching, and gesturing

c) Enjoying hands-on activities, role-plays, pantomimes, total physical response, creating movements or sequences to explain, and making

5) Musical Intelligence

This intelligence deals with musical skills, rhythmic patterns, expressing or performing, and appreciating music.

a) Forming connections between sounds, rhythms, tones, and music

b) Appreciating, distinguishing, and performing musical forms

c) Interests in singing, playing music, humming, tapping feet and hands, and listening

6) Interpersonal Intelligence

Focuses on understanding and effectively interacting with others, including skills in communication, empathy, and teamwork.

a) Effective communication in social and cultural contexts

b) Perceiving people's feelings, emotions, and mood

c) Enjoying pair work or peer teaching

d) Involvement in project work, pen-pals, and collaborative writing of group stories.

7) Intrapersonal Intelligence

It involves self-awareness and understanding of one's emotions, motivations, and strengths.

a) Positive self-concept

b) Self-reflective capacity and self-knowledge

c) Thoughtful consideration of personal needs and goals

- d) Interest in dreaming and planning
- e) Engaging in tasks with self-evaluation components
- f) Describing personal qualities

8) Naturalistic Intelligence

The ability to recognize and categorize elements in the natural environment, such as plants, animals, or geological formations.³³

- a) Understanding and interacting with nature and natural surroundings
- b) Thinking processes influenced by nature and natural forms
- c) Interests in playing with pets, gardening, and investigating nature
- d) Describing changes in the local or global environment

2. Motivation

a. Definition of Motivation

Motivation is the driving force behind individuals' behavior, influencing their choices and actions. It is the underlying factor propelling people to engage in particular activities or pursue specific goals. Motivation is crucial for comprehending the intricacies of human behavior and decision-making processes.³⁴

Motivation for learning serves as a vital catalyst, activating and sustaining behavioral engagement toward attaining a goal. This intrinsic drive is indispensable for fostering compelling learning experiences and achieving success throughout an individual's life, whether within informal or more structured formal learning environments.³⁵ Learning motivation is significant because it can propel individuals

³³ Dias Tiara Putri Utomo, "The Implementation of Multiple Intelligences in Improving Student's Vocabulary Mastery," *Lintang Songo: Jurnal Pendidikan* 3, no. 1 (2020): 57–61.

³⁴ Borah, Mayuri, "Motivation in Learning."

³⁵ Arina Hafadhotul Husna and Rahayu Tri Murtini, "A Study on Students' Motivation in Studying English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus," *English Education: Journal of English Teaching and Research* 4, no. 2 (October 20, 2019): 207–20, <https://doi.org/10.29407/jetar.v4i2.13745>.

forward, inspiring continuous effort and dedication to educational pursuits. In self-directed learning or formal classroom settings, a heightened sense of motivation is often associated with increased engagement, persistence, and overall academic achievement. Recognizing and nurturing this motivational aspect is essential for creating dynamic and enriching learning experiences throughout various life stages.³⁶

b. Kinds of motivation

Students' motivation is about whether they want to participate in learning and the reasons or goals behind why they choose to be involved or not in school activities.³⁷ Even if students seem equally motivated to do something, the reasons behind their motivation can be different. From a cognitive standpoint, motivation can be categorized into two distinct types: extrinsic motivation, which originates externally, and intrinsic motivation, which arises internally within students.

1) Intrinsic motivation

Intrinsic motivation comes from inside a person and doesn't need external rewards. It happens when someone enjoys doing something for their satisfaction, like being curious or taking on challenges. In school, intrinsic motivation makes students want to learn because they find it exciting and enjoyable. It's about their desire to understand and master what they are learning, not just to get rewards from outside sources.³⁸ Intrinsic motivation is a drive from within and does not rely on external influences. Everyone naturally

³⁶ Committee on How People Learn II: The Science and Practice of Learning et al., *How People Learn II: Learners, Contexts, and Cultures* (Washington, D.C.: National Academies Press, 2018), <https://doi.org/10.17226/24783>.

³⁷ Husna and Murtini, "A Study on Students' Motivation in Studying English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus."

³⁸ Borah, Mayuri, "Motivation in Learning."

has a motivation to do things. When people possess inherent motivation, they can engage in activities without requiring external sources of motivation.

2) Extrinsic motivation

External motivation, such as operant conditioning or social cognition, influence motivation from outside the individual. This type of motivation involves completing a task to achieve a specific outcome, such as a reward, social approval, or appreciation. Extrinsic motivation is prompted by external factors, such as the desire for financial gain, the need to pass an exam, or considerations about prospects. In essence, extrinsic motivation originates externally and propels learners in their educational pursuits with the expectation of outcomes beyond the learning experience itself.³⁹

Motivation stands apart from general cognitive functioning and provides a distinct factor in elucidating advancements in achievement that are not contingent on intelligence test scores. It represents a unique contributor to success, offering insights beyond the scope of cognitive abilities.

Furthermore, it differs from associated states like engagement, interest, goal orientation, grit, and tenacity, each having unique origins and implications for the learning and achievement process. Learner motivation centers explicitly on the elements influencing a learner's involvement in the learning task, playing a fundamental role in the overall learning experience.⁴⁰ Motivation has long been acknowledged as a critical factor shaping the English language learning process. It is widely understood as a fundamental element significantly impacting English

³⁹ Borah, Mayuri.

⁴⁰ Urhahne and Wijnia, "Theories of Motivation in Education."

language acquisition. Over time, recognition of motivation's crucial role in influencing language learning has become well-established.⁴¹

In conclusion, motivation emerges as a distinctive force, separate from general cognitive functioning, contributing significantly to achievements beyond the confines of intelligence test scores. Its unique role in shaping success provides valuable insights beyond cognitive capabilities. Additionally, motivation distinguishes itself from related states such as engagement, interest, goal orientation, grit, and tenacity, each with distinct origins and implications for the learning journey. Emphasizing the importance of considering motivational factors becomes paramount in comprehending individual achievements. The focus on learner motivation underscores its fundamental role in engaging learners with the learning task, thereby shaping the essence of the overall learning experience.

3. International Class Program (ICP)

From the academic year 2024/2025, MAN 2 Ponorogo is poised to initiate the International Class Program (ICP), marking a significant stride towards global educational advancement. The introduction of the ICP underscores its commitment to addressing the challenges posed by global progress in the academic landscape. The pedagogical approach within the ICP at MAN 2 Ponorogo is centred around an English-based learning process, reflecting the institution's dedication to fostering linguistic competence. Proficient and English-trained educators at MAN 2 Ponorogo lead the International Class, offering instruction in social and scientific subjects, such as mathematics, physics, chemistry, biology, sociology, geography, and economics. Native speakers actively participate in the learning process, augmenting students' English

⁴¹ Sedina Selimovic, "An Exploration of Students' Motivation in Learning English," *MAP Social Sciences* 2, no. 2 (October 13, 2022): 24–31, <https://doi.org/10.53880/2744-2454.2022.2.2.24>.

language proficiency and providing a culturally immersive educational experience within the International Class.

MAN 2 Ponorogo has equipped the International Class with state-of-the-art facilities and infrastructure conducive to effective teaching and learning to facilitate an optimal learning environment. This class extends beyond conventional academic pursuits, encompassing character-building, problem-solving skills, and critical thinking as integral components of the learning process. Implementing an international class reflects MAN 2 Ponorogo's recognition of the importance of nurturing a holistic educational experience that transcends traditional disciplinary boundaries. By introducing the International Class, MAN 2 Ponorogo endeavors to prepare students for global citizenship, fostering competencies essential for success in an interconnected and multicultural world.

The curriculum within the International Class Program at MAN 2 Ponorogo is meticulously designed to integrate linguistic proficiency with critical life skills, providing students with a comprehensive educational foundation. This initiative signifies MAN 2 Ponorogo's commitment to embracing educational innovation and adapting to the evolving demands of a globalized society. Introducing native speakers into the International Class Program enriches students' exposure to authentic English language usage, enhancing language acquisition and cultural understanding. MAN 2 Ponorogo's proactive approach in establishing the International Class underscores its dedication to preparing students for the challenges and opportunities an increasingly interconnected world presents. The International Class Program is a testament to MAN 2 Ponorogo's forward-thinking educational vision and a catalyst for nurturing globally competent and adaptable graduates. Through the International Class, MAN 2 Ponorogo

aims to create an academic milieu that transcends linguistic and cultural boundaries, fostering an inclusive and dynamic learning community.⁴²

4. Constructivism Theory

Constructivist theory, proposed by Lev Vygotsky, emphasizes the importance of social interaction and cultural context in learning.⁴³ Lev Vygotsky's constructivist theory emphasizes education's social and collaborative nature, where knowledge is built through interactions. Central to Vygotsky's framework is the Zone of Proximal Development (ZPD), which highlights the potential for learners to reach higher levels of understanding with appropriate guidance and support and the tasks that learners can complete without guidance.⁴⁴ Incorporating Vygotsky's principles into classroom practice can significantly increase student motivation and engagement, especially when aligned with the principles of Multiple Intelligences.

Howard Gardner's Theory of Multiple Intelligences complements Vygotsky's constructivist approach by recognizing that learners have diverse strengths with individual learning potentials, advocating for tailoring educational strategies to accommodate these multiple intelligences.⁴⁵ Educators can create more inclusive and effective learning environments by tailoring educational strategies to accommodate these multiple intelligences. Both theories emphasize personalized instruction within a collaborative framework, where learners' unique strengths are nurtured to maximize engagement and achievement. For example, incorporating visual aids, hands-on

⁴² “MAN 2 Ponorogo Launching Kelas Internasional – MAN 2 Ponorogo,” 2, accessed February 7, 2024, <https://manduaponorogo.sch.id/man-2-ponorogo-launching-kelas-internasional/>.

⁴³ Amna Saleem, Huma Kausar, and Farah Deeba, “Social Constructivism: A New Paradigm in Teaching and Learning Environment,” *Perennial Journal of History* 2, no. 2 (December 28, 2021): 403–21, <https://doi.org/10.52700/pjh.v2i2.86>.

⁴⁴ Sigit Wibowo, Muhammad Nur Wangid, and Fery Muhamad Firdaus, “The Relevance of Vygotsky’s Constructivism Learning Theory with the Differentiated Learning Primary Schools,” *Journal of Education and Learning (EduLearn)* 19, no. 1 (February 2, 2023): 431–40, <https://doi.org/10.11591/edulearn.v19i1.21197>.

⁴⁵ Amna Saleem, Huma Kausar, and Farah Deeba, “Social Constructivism.”

activities, and collaborative projects can cater to various learning styles to increase student engagement.⁴⁶

Teachers who implement Multiple Intelligences with constructivist strategies can see students demonstrate improved academic performance and a greater sense of interest in their learning. In constructivist learning, Motivation is critical in encouraging students to engage with the material actively.⁴⁷ Constructivist environments that utilize the ZPD can significantly increase motivation, as shown by Vygotsky's emphasis on social interaction, which fosters a sense of community that can increase motivation among learners.⁴⁸ When students feel supported by their peers and teachers, they are more likely to take risks and explore new concepts.

Effective teacher instructional strategies are essential to implementing constructivist principles in the classroom. Educators must be trained to recognize the diverse needs of their students and facilitate learning experiences that encourage critical thinking and problem-solving. Professional development programs focusing on constructivist methodologies, such as inquiry-based learning and scaffolding techniques, have improved teacher instructional practices. Learners feel supported and challenged by scaffolding and relevant tasks, encouraging engagement.

A key component of Vygotsky's ZPD is scaffolding, which provides the necessary support for learners to tackle challenging tasks.⁴⁹ Teachers can use various scaffolding techniques, such as modelling, providing prompts, and offering feedback, to help students progress through their learning journey. This approach not only aids in skill

⁴⁶ Rajendra Kumar Shah, "Effective Constructivist Teaching Learning in the Classroom," *Shanlax International Journal of Education* 7, no. 4 (September 1, 2019): 1–13, <https://doi.org/10.34293/education.v7i4.600>.

⁴⁷ Peter E. Langford, *Vygotsky's Developmental and Educational Psychology*, 0 ed. (Psychology Press, 2004), <https://doi.org/10.4324/9780203499573>.

⁴⁸ Amna Saleem, Huma Kausar, and Farah Deeba, "Social Constructivism."

⁴⁹ Kumar Shah, "Effective Constructivist Teaching Learning in the Classroom."

development but also fosters a sense of accomplishment and self-confidence among learners. Customized scaffolding is important in improving student success, especially for those who struggle with traditional learning methods.

Teachers are critical in implementing Vygotsky's ZPD to guide students effectively. Collaborative learning, peer tutoring, and differentiated instruction align with constructivist principles, encouraging a student-centered approach.⁵⁰ Scaffolding techniques, such as open-ended questions and guided discovery, enable students to accomplish complex tasks over time independently. By incorporating Multiple Intelligences, teachers tailor their strategies to meet students' varying needs, improving learning outcomes and motivation.⁵¹ Students can share diverse perspectives and build a deeper understanding of the material by engaging in group activities, leading to higher levels of engagement, critical thinking, and overall academic success.⁵²

In conclusion, integrating Vygotsky's constructivist theory underscores the importance of personalized and structured instruction in fostering motivation and academic success. The researchers concluded that this framework helps educators design inclusive and dynamic learning environments that meet cognitive and emotional needs, ultimately enhancing students' ability to learn collaboratively and independently.

5. Differentiated Learning Strategy

Differentiated strategies involve tailoring teaching to meet students' diverse needs by modifying content, process, and product. Content differentiation focuses on what students learn by adjusting the material's complexity to match their readiness levels.

Process differentiation addresses how students engage with the material, offering

⁵⁰ Wibowo, Wangid, and Firdaus, "The Relevance of Vygotsky's Constructivism Learning Theory with the Differentiated Learning Primary Schools."

⁵¹ Satish Prakash Chand, "Constructivism in Education: Exploring the Contributions of Piaget, Vygotsky, and Bruner," *International Journal of Science and Research (IJSR)* 12, no. 7 (July 5, 2023): 274–78, <https://doi.org/10.21275/SR23630021800>.

⁵² Langford, *Vygotsky's Developmental and Educational Psychology*.

various activities to help them make sense of concepts. Product differentiation involves how students demonstrate their understanding, allowing multiple formats for expression, such as essays, presentations, or creative projects.⁵³ These elements create inclusive classrooms where every learner's potential is nurtured.

Differentiated learning strategies align with Gardner's Multiple Intelligences theory, which emphasizes teaching methods that cater to varied intelligences. Content can be adapted by incorporating texts, videos, or real-world problems that engage logical-mathematical or interpersonal intelligence. Process strategies, such as group discussions or kinesthetic activities, accommodate social and physical learners. Product differentiation allows students to showcase their strengths, such as using visual art for spatial learners or role-play for linguistic learners.⁵⁴ These strategies acknowledge diverse abilities and enhance engagement in EFL contexts.

Differentiation promotes motivation by aligning learning experiences with students' interests and strengths. Content differentiation lets students explore topics that resonate with their goals or curiosities, such as using culturally relevant materials for learners. Process strategies, like collaborative work, help students build confidence by engaging with peers meaningfully. Product choices, such as creative writing or visual presentations, empower students and foster intrinsic motivation.⁵⁵ Students who feel ownership of their learning are more likely to stay engaged and succeed.

Implementing differentiated learning strategies in the classrooms involves carefully balancing content, process, and product to meet varying language proficiencies. Teachers might differentiate content by providing texts with varying complexity or vocabulary support. Process differentiation could include role-playing

⁵³ Carol A. Tomlinson, *How to Differentiate Instruction in Academically Diverse Classrooms*, 3rd Edition (Alexandria, Virginia: ASCD, 2017).

⁵⁴ Tomlinson.

⁵⁵ Tomlinson.

for speaking practice or graphic organizers for reading comprehension. Product differentiation allows students to demonstrate language mastery through creative formats like storytelling or multimedia presentations.⁵⁶ These methods ensure that all learners are actively involved and appropriately challenged.

Implementing differentiation requires thoughtful planning and balancing classroom needs with available resources. Content differentiation demands various learning strategies and materials that match diverse readiness levels, which can be resource-intensive. Process differentiation involves designing multiple activities, while product differentiation requires creating varied assessment rubrics. Professional development focused on these elements equips teachers to implement differentiation effectively.⁵⁷ These strategies help teachers overcome barriers and make differentiation sustainable in the classroom.

Differentiated learning strategies, rooted in content, process, and product principles, offer classrooms a flexible and inclusive framework. Combining these elements with Gardner's Multiple Intelligences fosters motivation, engagement, and academic growth. These strategies help educators meet diverse classroom needs while promoting equity and inclusivity.⁵⁸ Strengthening professional development and access to resources can further enhance the effectiveness of differentiation. As education evolves, differentiation remains essential in ensuring meaningful learning experiences for all students.

⁵⁶ Esther Gheysens, "Differentiated Instruction: The Diversity of Teachers' Philosophy and Praxis to Adapt Teaching to Students' Interests, Readiness and Learning Profiles," *International Journal of Inclusive Education*, 2020, <https://doi.org/10.1080/13603116.2020.1812739>.

⁵⁷ Carol A. Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners* (Alexandria, Va: Association for Supervision and Curriculum Development, 1999).

⁵⁸ Tomlinson, *How to Differentiate Instruction in Academically Diverse Classrooms*.

B. Previous Research Findings

This research needs some previous research as a consideration theory. Some of the earlier research will be explained below.

The previous research in 2019 conducted by M. Alim Bhari As'ad from the State University of Makassar, in his thesis entitled "*Exploring Students' EFL Learning Through Gardner's Multiple Intelligences Theory*," observed EFL teacher techniques to explore linguistic intelligence in learning English as a foreign language during the teaching process found that it was an ineffective technique for nurturing student's linguistic intelligence. Additionally, the interview showed that all the students were dissatisfied with the EFL teacher's approach to teaching English during class time. The research used a mixed method using several instruments such as questionnaires, observation, and semi-structured interviews. Previous research is limited to singular research on students' linguistic intelligence, focusing on analyzing language abilities and the role of teachers in the learning process. This research only observed teachers' teaching methods in the classroom. However, this latest research adopts a more holistic approach by exploring Multiple Intelligences as a teaching approach, pursuing students' learning motivation as the primary focus.⁵⁹

The second study is from the English Language in Focus (ELIF) education journal written by Shelawati Rizqiningsih and Mohamad Sofian Hadi, Muhammadiyah University of Jakarta, entitled "*Multiple Intelligences (MI) on Developing Speaking Skills*," the findings from the researchers was to delve into the ramifications of implementing instructions grounded in multiple intelligences on the enhancement of English-speaking skills Among students. Employing a quasi-experimental research design, the study strategically utilized a one-group post-test to evaluate the efficacy of this instructional approach. The investigation's findings unequivocally substantiate the effectiveness of Multiple Intelligences (MI) in

⁵⁹ As'ad, "Exploring Students' EFL Learning through Gardner's Multiple Intelligences Theory."

fostering the development of speaking skills among 9th-grade students in the English language. The study's evidence highlights the positive impact of incorporating a multiple intelligences-based approach. It underscores the potential of this pedagogical strategy in shaping and refining students' linguistic proficiency in the specific domain of oral communication. Although these studies have adopted similar theories and teacher approaches, they continue to emphasize the development of speaking skills. Future research will explore new dimensions by focusing on student learning motivation as the primary variable.⁶⁰

Dias Tiara Putri Utomo wrote the third study from the education journal Nahdatul Ulama Sidoarjo University, entitled *"The Implementation of Multiple Intelligences in Improving Student's Vocabulary Mastery."* This research used the theory of multiple intelligences to improve students' vocabulary mastery by implementing classroom action research. The research showed that the application of multiple intelligence theory results in a significant increase in students' vocabulary mastery. In addition, students show a positive attitude toward the learning process. Utilizing the theory of multiple intelligences not only increases students' vocabulary mastery but also obtains good responses from students, which shows the effectiveness of this approach in the classroom. However, as a continuation of previous research that focused on aspects of speaking and vocabulary, this research directs attention specifically to the dimensions of student learning motivation.⁶¹

The following previous research was conducted in 2019 by Ummu Himaturrofi'ah from the State Islamic Institute of Ponorogo in her thesis entitled *"Correlation Between Students' Interpersonal Intelligence and Students' English-Speaking Achievement of Seventh Grade at Smpn 01 Mlarak in Academic Year 2018/2019"*. This research aims to find out whether there is a correlation between interpersonal intelligence and English achievement in seventh-grade

⁶⁰ Rizqiningsih and Hadi, "Multiple Intelligences (MI) on Developing Speaking Skills."

⁶¹ Utomo, "The Implementation of Multiple Intelligences in Improving Student's Vocabulary Mastery."

students at SMPN 01 Mlarak during the 2018/2019 academic year. The data collected for this research is quantitative. The researcher concluded that there was an identifiable correlation between the level of students' interpersonal intelligence and their English language skills in the seventh grade of SMPN 1 Mlarak during the 2018/2019 academic year. In future research, qualitative methods will be used to explore students' motivation, the type of intelligence they use, and the challenges they face.⁶²

From the Journal of English Education, Literature, and Linguistics, STKIP PGRI Lubuklinggau written by Merlin Juliani entitled "*Multiple Intelligence in EFL Classroom at The Eighth Grade Students of SMP Negeri 6 Lubuklinggau*" said that the students show great interest in cultivating and improving their multiple intelligences. The researchers concluded from their observations that students, in particular, showed great interest in linguistic intelligence among various intelligences. This implies the student participants' enthusiasm and inclination towards developing and refining their linguistic abilities within the broader spectrum of multiple intelligences. The researchers used survey research and collected data through interviews, questionnaires, and observations. These two research objects show significant differences. If, in the previous study, observations were made of class conditions and student interests, the following research focused on analyzing student motivation after treatment using a Multiple Intelligence approach.⁶³

Those five previous research in teaching English as a Foreign Language (EFL) have consistently adopted Gardner's Multiple Intelligences (MI) theory to improve students' English-speaking skills, vocabulary, and comprehension. Although teachers' approaches varied, the findings demonstrated the effectiveness of the MI approach in enhancing students'

⁶² Ummu Himmaturoffi'ah, "Correlation Between Students' Interpersonal Intelligence and Students' English-Speaking Achievement of Seventh Grade at SMPN 01 Mlarak in Academic Year 2018/2019" (IAIN Ponorogo, 2019), <http://etheses.iainponorogo.ac.id/7218/>.

⁶³ Juliani, "A Study on Multiple Intelligence in EFL Classrooms at The Eight-Grades Students of SMP Negeri 6 Lubuklinggau."

language skills. However, recent research shows a shift in focus from developing language skills to a deeper understanding of students' learning motivation. Although previous research has addressed specific aspects of MI and learning motivation, future research could explore the interactions between students' MI, learning motivation, and English language progress using various research methods. Thus, further research is hoped to provide deeper insight into the factors influencing English learning in the MAN 2 Ponorogo international class context.

C. Theoretical Framework

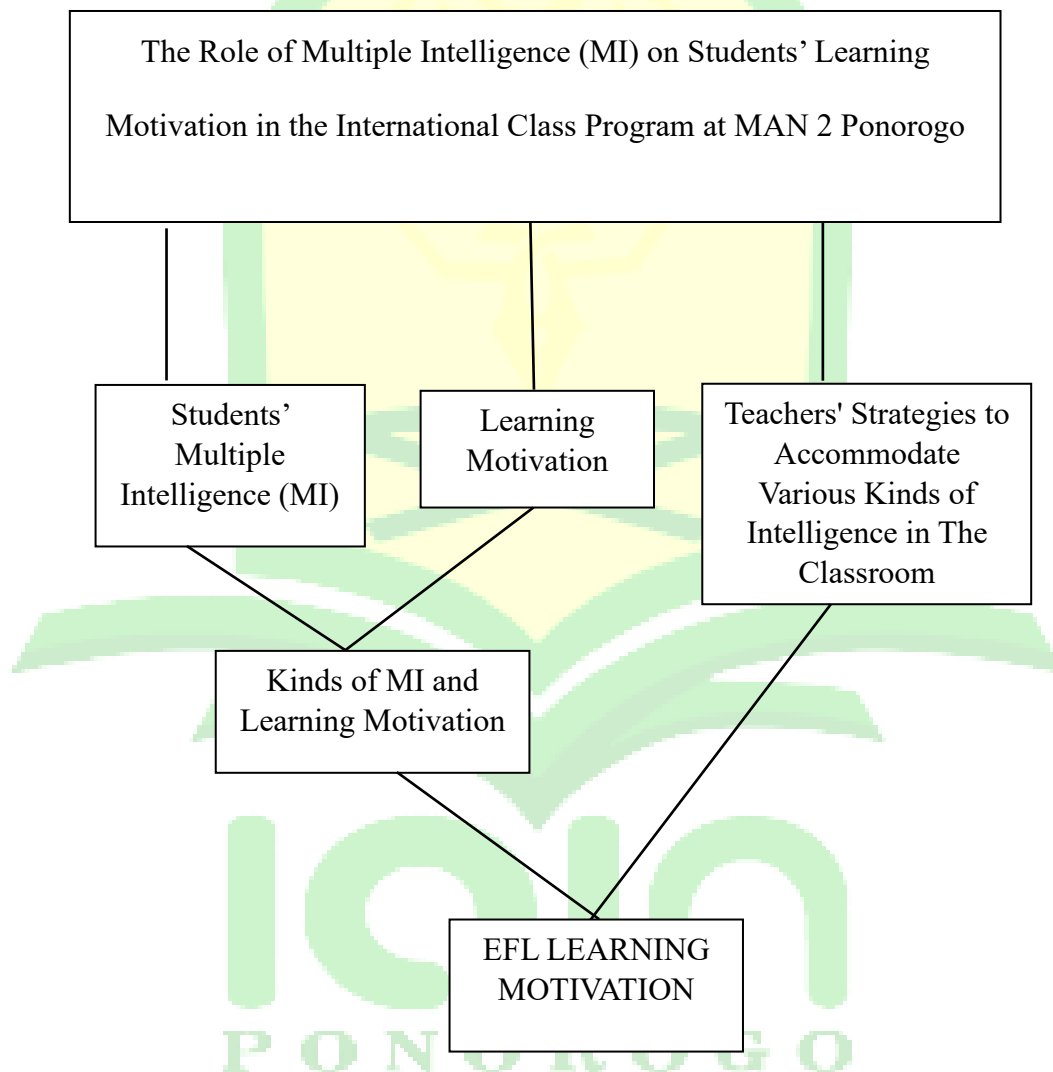


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a framework or plan for how to conduct empirical research.⁶⁴ It serves and plays a pivotal role as a blueprint for conducting research. Research design is crucial for research development; the value gained from the insights obtained during this research contributes significantly to the overall outcome.⁶⁵ The researcher conducted this research using a qualitative research method. This perspective acts as a transformative lens, influencing the formulation of questions, guiding data collection and analysis, and advocating for actionable changes.⁶⁶

With this qualitative research, a deeper understanding of the research object's point of view can be obtained, which cannot be expressed through exact numerical data. Qualitative research design also produces data in descriptions that include a comprehensive picture of individuals and organizations. Qualitative research aims to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and so on, holistically and descriptively in a natural context without human intervention. This method is optimally utilized as a commonly used scientific approach.⁶⁷

Qualitative research is considered to be a type of research that produces findings or descriptive information, namely, providing a comprehensive picture of the situation that

⁶⁴ Geoffrey Kapasa Mweshi and Kwesi Sakyi, "Application of Sampling Methods for the Research Design," *Archives of Business Research* 8, no. 11 (November 27, 2020): 180–93, <https://doi.org/10.14738/abr.811.9042>.

⁶⁵ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth (Los Angeles: SAGE Publications, Inc, 2018).

⁶⁶ Emily Weyant, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th Edition," *Journal of Electronic Resources in Medical Libraries* 19, no. 1–2 (April 3, 2022): 54–55, <https://doi.org/10.1080/15424065.2022.2046231>.

⁶⁷ Umar Sidiq and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*, ed. Anwar Mujahidin (Ponorogo: CV. Nata Karya, 2019).

cannot be achieved by measurement.⁶⁸ In a descriptive qualitative approach, the data elaborates descriptively on the phenomena, involving surveys and investigative inquiries that delve into specific situations. The research process includes developing emerging questions and procedures, data collection typically conducted in the participant's environment, inductive data analysis progressing from particular details to general themes, and the researcher interpreting the meaning of the data. The resulting written report exhibits a flexible structure, allowing the researcher to describe and understand the subject comprehensively.

The research design of this study was a case study, which investigates a problem in detail using various sources of information. This research has time and location limitations and focuses on a particular case in the form of a program, event, or activity as the object of study. This research observed it as fundamental and naturalistic or neutral, and it cannot be done in the laboratory but in the field.⁶⁹ This method allows for a thorough investigation of these phenomena within the specific research location, offering rich qualitative insights into the roles of multiple intelligences in students' learning motivation.

This study used a case study to examine how multiple intelligences motivate students to learn English in the ICP at MAN 2 Ponorogo. This study focuses on how different types of intelligence affect the way students receive learning and their level of motivation in mastering a foreign language. In addition, this case study also explores how teachers at ICP implement different learning strategies to accommodate students' intelligence and how this approach impacts their learning outcomes.

⁶⁸ Dr Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung, Indonesia: Alfabeta, 2013).

⁶⁹ H. Zuchri Abdussamad, *Metode Penelitian Kualitatif*, ed. Patta Rapanna, 1st ed. (CV. Syakir Media Press, 2021).

The case study approach was chosen because it allows us to explore the learning experience in a specific environment, including the interaction between teaching methods, students' intelligence, and motivation. Thus, the case study allows researchers to gain a comprehensive and holistic understanding of the phenomena occurring in ICP MAN 2 Ponorogo. In addition, the case study design provides a thorough understanding of the dynamics of intelligence and motivation in this setting.

B. Research Setting

This study was conducted from 21 August to 27 September 2024. The researcher found the unique characteristics and attributes associated with the ICP, making it an ideal setting for the study. MAN 2 Ponorogo accommodates students with diverse levels of intelligence and motivation, and the study explored how the school environment contributes to developing intelligence and motivation among students.

This research was conducted in the 11th grade of ICP, and they show varying levels of motivation and engagement based on their different intelligence types. This level is also an important stage in students' academic journey, as they face increasing academic demands and seek to strengthen their language and subject matter skills. ICP consists of a carefully selected group of students. ICP provides a unique opportunity to explore and develop academic excellence, especially an understanding of the English language, in preparation for study at a global level. Additionally, the presence of selected students in the program implies a certain level of motivation and commitment. Therefore, choosing ICP MAN 2 Ponorogo as a research location promises a rich and varied understanding of educational practices, student development, and various types of student intelligence and the motivations that influence them. MAN 2 Ponorogo is situated at Soekarno Hatta Street Number 381, Sablak, Keniten, in the Ponorogo Regency of East Java.

C. Data Source

This research used primary and secondary data. Data can be oral, written, activity, or material information sourced from informants, archives, documents, processed facts, and artifacts.⁷⁰ Primary data is the first handed information.⁷¹ Primary sources included questionnaires to identify students' multiple intelligences and motivations, interviews with an English teacher and three students, and observations of the English class focused on the teacher's strategies to accommodate the various kinds of intelligence of the ICP. Secondary sources do not directly provide data to data collectors, for example, through other people or in passing documents such as books, theses, and journals related to the topic.⁷²

Various primary sources were used to collect comprehensive data in this study. Interviews were conducted with Mrs. TN as the English teacher used 10 questions to gather information about how she accommodates students' multiple intelligences in the learning process. Interviews were random sampling with three ICP students. It was to reduce the possibility of unfair selection in selecting participants and to ensure that all students had an equal chance of being selected, thus providing a broader perspective. This approach supports exploratory methods to capture different perspectives in seemingly similar groups. The questions used were 5 points to explore their learning motivation and how their intelligences affect their engagement in English lessons.

The researcher used an observation checklist to conduct the observations in the classroom, observing the interaction between the teacher and students and how different learning methods were implemented in the ICP class. The focus of the observations included classroom activities, such as the use of learning media, student participation, and

⁷⁰ Hani Morgan, "Conducting a Qualitative Document Analysis," *The Qualitative Report* 27 (2022): 64–77, <https://doi.org/10.46743/2160-3715/2022.5044>.

⁷¹ L R Gay, Geoffrey E Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed. (US America: Pearson Education, 2011).

⁷² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

how the teacher adjusted learning to different intelligences. In addition, observations also assessed how students responded to collaboration-based tasks, physical movements, or verbal tasks relevant to their multiple intelligences.

A questionnaire was used to collect quantitative data related to students' intrinsic and extrinsic motivation for learning in English to support the results of the interviews and observations. Another questionnaire was designed to identify each student's dominant multiple intelligences and how they correlate with their motivation levels in learning English. The questionnaire data helps to provide a clearer picture of the variation in intelligence among students and the differences in motivation that arise from each type of intelligence. Secondary data sources in this study include documentation related to the learning program, direct observation results during the learning process, and other additional materials. This documentation helps enrich and clarify the research findings.

D. Data Collection Technique

Data collection techniques are the most strategic step in research because the study's main aim is to obtain data. Without data collection techniques, the researcher will not receive data that meets the specified standards.⁷³

The data collection techniques used in this research are as follows

1. Questionnaires

A questionnaire serves as a tool wherein participants furnish written responses to posed questions or mark items corresponding to their answers. In the context of this research, the questionnaires utilized predominantly consisted of closed questions. Closed questions are structured to limit the possible responses, providing respondents with predetermined options.⁷⁴ The primary objective was to assess

⁷³ Sugiyono.

⁷⁴ Architha Aithal and P S Aithal, "Development and Validation of Survey Questionnaire & Experimental Data – A Systematical Review-Based Statistical Approach," *International Journal of*

students' motivation levels using 10 questions on a Likert Scale consisting of 5 options (strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree) in the scope of intrinsic and extrinsic motivation. To identify the students' intelligence types, a questionnaire was conducted with 80 questions adopted from W. McKenzie, Performance Learning Systems, and DLazear, the validated version available on Surfaqurium.com.⁷⁵

2. Interviews

Interviews are information or data collection techniques.⁷⁶ The structured interview used in this research is one of the data collection techniques. The interview technique is carried out by holding questions and answers, both online and indirectly, face to face. In interviews, the researcher brought an interview guide instrument containing written questions and tools such as notebooks, cell phones to record and photograph evidence of the conducted interview, and stationery.

Mrs. TP, the English class teacher, was interviewed with 10 questions about the situation and condition of the class and the teacher's strategies to accommodate the students' multiple intelligence and motivation. The interview questions also concerned the international class program and a little bit about the learning system of this program related to EFL learners. Meanwhile, the ICP students, initiated by ABZ, AL, and MCM, were also interviewed. They were asked about their motivation and opinions on learning English as an EFL, how they learned English, and their activity in the class related to learning English. It consisted of 5 same questions for each student.

Management, Technology, and Social Sciences 5, no. 2 (November 2022): 233–52, <https://dx.doi.org/10.2139/ssrn.3724105>.

⁷⁵ McKenzie W, "Multiple Intelligences Survey," n.d., <http://surfaqurium.com/MI/MIinvent.htm>.

⁷⁶ Abdussamad, *Metode Penelitian Kualitatif*.

3. Observation

Observation is observing with a systematic recording of the symptoms studied.⁷⁷ The observation method requires focusing attention on an object using all senses. In this research, non-participant observation was used. In non-participant observation, the researcher is not involved but only as an independent observer. Observation techniques are techniques for collecting data by observing the activities without asking.⁷⁸ The data is in the form of learning activities based on multiple intelligences in English subjects.

The researcher diligently observed, attended, and actively listened during this research. The researcher used the observation checklist, which has been validated as the guideline. The researcher closely monitored the progression of lessons while simultaneously focusing on aspects such as the learning activities, student and teacher interactions, and teachers' strategies for English learning sessions of the 11th grade International Class Program at MAN 2 Ponorogo. Moreover, it observed the teacher's interaction with students, how the teacher gave space to show their strengths and talent during the presentation, students' reactions, how they communicated with each other, and the teacher's strategy in giving assignments to this class.

4. Documentation

Documents serve as a valuable source of information in qualitative research. Throughout the research process, the researcher may gather qualitative documents, which can fall into two categories: public records, such as newspapers, minutes of

⁷⁷ Morgan, "Conducting a Qualitative Document Analysis."

⁷⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

meetings, and official reports, or private documents, including personal journals, diaries, letters, and emails.⁷⁹

Researchers use this method to obtain data about MAN 2 Ponorogo's profile, vision, mission, goal, and location. The information found on the website content was valuable. These documents outlined the institution's primary goals in education and student development. The school website provided updated and accessible information about student achievement, location, infrastructure, maps, school facility layouts, and community events often offered by the administrative office. Additionally, the photographs of the class situation and practical application of teachers' learning methods were included as the documentation data.

E. Data Analysis Technique

Data analysis in qualitative research was carried out during ongoing data collection and after completion within a certain period. The researcher analyzed the interviewees' answers while the interviews were ongoing. While the interviewees' answers felt unsatisfactory, the researcher continued to ask other questions until a particular stage was obtained and accurate data was already believed. The data analysis technique obtained from the research was analyzed according to the steps of Milles and Huberman, which include data condensation, data display, and drawing and verifying conclusions.⁸⁰

1. Data Condensation

Data condensation is selecting, focusing, simplifying, abstracting, and transforming data. It helps researchers manage large amounts of qualitative data by narrowing down the essentials and eliminating redundancies. Data condensation broadens the scope, recognizing that data transformation is an ongoing process

⁷⁹ Weyant, "Research Design."

⁸⁰ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Edition 3 (Los Angeles London New Delhi Singapore Washington DC: Sage, 2014).

throughout the research, not just a preparatory step. It includes ongoing summarization, coding, and theme development. Data condensation is not simply about reducing data; it involves repeated steps to focus, sharpen, and dynamically organize data, from initial data collection to final writing. The process emphasizes the ongoing shaping of data, suggesting that data are condensed into an evolving and refined form that remains an integral part of the analysis, interpretation, and even presentation stages.⁸¹

Data that can be carefully selected and simplified from observations, interviews, and documentation include critical insights into student behavior, opinions, learning atmosphere, and classroom conditions. For example, from classroom observations, specific behavioral patterns can be highlighted, such as how students engage in tasks and students who prefer individual learning versus students who prefer collaborative learning. Interviews provide insights from students about their motivations and learning experiences, which can be summarized to reflect common themes.

In addition, teacher interviews and observations reveal how they adapt their teaching strategies to meet different intelligences, indicating the effectiveness of differentiated learning methods. Finally, motivation scores from questionnaires can be simplified to show correlations between intelligence types and motivation, clearly understanding how intrinsic and extrinsic motivation affect students based on their intelligence. There is a significant correlation between specific types of intelligence and student motivation, suggesting that students' learning styles—which reflect their intelligence characteristics—can also categorize their motivational preferences. For example, students with high linguistic intelligence often show strong intrinsic

⁸¹ Miles, Huberman, and Saldaña.

motivation in language-related activities. In contrast, those with logical-mathematical intelligence respond more to extrinsic motivators such as academic recognition or rewards. By carefully selecting and simplification this data, a clear picture emerges of how intelligence affects learning and motivation in the classroom.

The interviews with an English teacher and three students of ICP included information about the teachers' accommodation and English learning motivation, which was summarized to get the core of the information. The observations focused on teacher and student interaction, teachers' strategies for facing multiple intelligences, and the students' motivation. Then, the questionnaire focused on the student's intelligence and motivation.

In the coding and categorization phase of data analysis, students were organized according to their dominant intelligence types, such as intrapersonal, logical-mathematical, or kinesthetic. This grouping allows for a closer examination of how each intelligence type influences students' learning preferences and their responses to different teaching strategies.

Coding motivational factors based on these intelligence types was critical in this process. On the other hand, intrinsic or extrinsic motivation codes categorize how students are driven to learn. For example, students with intrapersonal intelligence who are reflective and self-motivated may exhibit higher levels of intrinsic motivation. In contrast, those with interpersonal intelligence who thrive on social interaction might show increased motivation when external factors, such as collaborative tasks or teacher feedback, are present.

By categorizing these responses, we can identify patterns in how students with specific intelligence types react to varied instructional methods. For example, logical-mathematical students might respond better to structured, problem-solving tasks,

showing higher engagement and motivation in analytical activities. Kinesthetic learners could be more motivated by hands-on, movement-based activities, thriving in settings where they can interact physically with the material.

This systematic categorization reveals critical insights into the instructional strategies that resonate best with each intelligence type, allowing for targeted differentiation. For teachers, this approach provides a roadmap to tailor learning activities in ways that align with students' motivational drivers, enhancing overall engagement and learning outcomes

2. Data Display

The second pivotal phase in the analysis process is data display. A display is a structured, condensed compilation of information that facilitates concluding and taking action. Displays assist in comprehending ongoing events, enabling further analysis or informed decision-making. In this study, the analyst systematically organized and presented the selected data. Collecting information through data displays empowered the researcher to arrange data systematically and make informed decisions based on the insights gathered.

3. Drawing and Verifying Conclusions

As per the methodology suggested by Miles and Huberman, the third stage in the analytical process is concluding. In this study, the researcher formulated conclusions based on the analysis, presenting essential insights to guide the subsequent data display. The initial findings were shaped through the processes of data reduction and data display. Notably, these conclusions remain open to modification in the presence of new findings supported by more substantial evidence. Throughout this research, the

researcher detailed descriptions and interpretations of the condensed and displayed data to address the research questions effectively.⁸²

In this stage, dominant intelligence types among the students (e.g., intrapersonal and logical-mathematical) align closely with intrinsic motivation, suggesting that students are motivated mainly by personal goals and self-reflection. Teaching strategies that align with students' intelligence types (such as differentiated tasks and group discussions) effectively maintain and enhance motivation, mainly when strategies reflect students' preferred learning styles. Cross-validate these findings with teacher and student interview responses to ensure consistency. Observations of classroom interactions and student engagement during activities also serve as verification.

F. Checking the Validity

In this research, researchers attempted to obtain data from informants concerned with daily learning activities to gain validity in finding data and avoid discussing inappropriate words in real situations. The technique used by researchers was triangulation. Triangulation is a technique that checks data validity and uses something other than the data for checking purposes or as a data comparison. In this research, triangulation used by researchers is the triangulation of data sources, namely exploring data research not only through interviews or observations but also obtaining secondary data information through books, written documents, or even documentation, which can be used as evidence of different data from the phenomenon being studied.

⁸² Matthew B. Milles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed. (U.S. America: SAGE Publications, Inc, n.d.).

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

1. Profile of MAN 2 Ponorogo

Name of Madrasah	: Madrasah Aliyah Negeri (MAN) 2 Ponorogo
Madrasah Identity Number (NIM)	: 20584466
Madrasah Statistics Number (NSM)	: 131135020002
Madrasah Address	: Jl. Soekarno-Hatta No. 381
Sub-district	: Ponorogo Regency / City
Province	: Ponorogo
Postal Code	: 63412
Telephone & Facsimile	: (0352) – 481168
E-mail	: man2ponorogo@gmail.com
Madrasah Status	: State
Number of Deed of Establishment	: Decree of the Minister of Religion No. 42 dated 27 -01 -1992
Madrasah Land Area	: 9,788 m ²
Area of Madrasah Building	: 2,444 m ²
Land Status	: Government
Accreditation Status / Year	: Accredited A / 2021 with a score of 92

2. History of MAN 2 Ponorogo

MAN 2 Ponorogo, located in Ponorogo Regency, East Java, Indonesia, is under the auspices of the Ministry of Religious Affairs. MAN 2 Ponorogo emerged from

the transformation of PGAN Ponorogo, an educational institution for religious teachers.

The origin of this institution began with the establishment of PGAN (State Religious Teacher Education) Ponorogo, which previously operated as PGA (Religious Teacher Education) since 1966. It was initially located in Tegal Sari, Ponorogo, before moving to Karang Gebang Jetis in 1968. Over time, its status changed from a 4-year program to a 6-year program in 1970, following a Ministry of Religious Affairs decision. Then, in 1978, the institution switched to a 3-year program known as PGAN 3. In 1980, the institution moved to its current location at Jalan Soekarno Hatta No. 381, Ponorogo, which occupies its building in Keniten Village. The move aimed to improve facilities and provide better learning conditions for its students.

The transition from PGAN to MAN (State Islamic High School) occurred in 1990 as part of the government's efforts to improve the quality of religious teacher training. This transformation was formalized through a Ministerial Decree and became official in 1992, marking the institution's new identity as MAN 2 Ponorogo. Over the years, MAN 2 Ponorogo has developed into a respected madrasah, continuing to serve the educational and religious needs of the community.⁸³

3. Class Services at MAN 2 Ponorogo

a. International Class Program (ICP)

A specialized program for students interested in pursuing higher education abroad. The madrasah provides tailored guidance and support to prepare students for international university admission.

⁸³ "MAN 2 Ponorogo," MAN 2 Ponorogo, accessed November 16, 2024, <https://manduaponorogo.sch.id/>.

b. *Kelompok Belajar Cepat (KBC)*

Designed for students seeking accelerated learning, this class allows students to complete their studies in just two years, enabling them to graduate faster.

c. Government Institution Preparation Class (*Kedinasan*)

A new initiative aimed at improving the madrasah's quality by offering a specialized class to prepare students for government-venture careers.

d. Achievement Coaching Class (*Bina Prestasi*)

A class designed with specific management, administration, and teaching methods to excel in academics, competitions, and research. It prepares students for entry into top public universities, focusing on academic excellence, research, and participation in Olympiads.

e. Regular Excellence Class (*Unggulan*)

Available for science (MIPA), social sciences (IPS), and religious studies streams. Unlike the Achievement Coaching Class, the schedule is less intensive, allowing students more time to explore extracurricular activities and non-academic talents.

f. Qur'an Memorization Class (*Tahfidz*)

A program for students aims to enhance their Qur'anic memorization skills while developing their abilities in Qur'anic recitation (Tilawatil Qur'an) and other personal potentials.⁸⁴

⁸⁴ "MAN 2 Ponorogo," 2.

4. Vision, Missions, and Objective of MAN 2 Ponorogo

a. Vision

The realization of a world-class madrasah by producing MAN 2 Ponorogo students who are Religious, Excellent, Cultured, and Have Integrity.

b. Missions

- 1) Religious : Realizing good moral behavior for madrasah residents, improving the quality of worship, maintaining consistency in performing the Dhuhur and Dhuha congregational prayers, creating an orderly prayer, reading the Al-Qur'an and Asmaul Husna
- 2) Superior : Improving superior character in discipline, strengthening discipline, improving the quality of curriculum development, improving the quality of the learning process, realizing high NUN results, improving the competitiveness of students in continuing to higher education, winning KSM and OSN championships at regional and national levels, winning an international olympiad championship, enhancing youth research, enhancing the Youth Scientific Work Championship, improving student creativity, enhancing student creativity championships, increasing arts activities, increasing the number of art competition winners, increasing sports activities, increasing the number of sports champions, improving the quality of madrasah management, empowerment of adequate facilities and infrastructure
- 3) Cultured : Increase the sense of liking for local cultural wisdom, increase the role of madrasah residents in environmental conservation culture, increase awareness of madrasah residents in the culture of preventing

environmental damage, increase the role of madrasah residents in the culture of controlling environmental pollution

- 4) Integrity : Improving integration between religious knowledge and general knowledge, increasing integration between academic and non-academic

c. Goals

In carrying out its mission, MAN 2 Ponorogo has formulated several objectives, including:

- 1) Realizing good moral behavior for madrasah residents
- 2) Improving the quality of worship
- 3) Maintaining consistency in performing the Dhuhur and Dhuha congregational prayers
- 4) Creating an orderly prayer, reading the Al-Qur'an and Asmaul Husna
- 5) Improving superior character in discipline
- 6) Strengthening discipline
- 7) Improving the quality of curriculum development
- 8) Improving the quality of the learning process
- 9) Realizing high NUN results
- 10) Increasing the competitiveness of students in continuing to higher education
- 11) Winning KSM and OSN championships at regional and national levels

- 12) Winning an international Olympiad championship
- 13) Enhancing youth research
- 14) Enhancing the Youth Scientific Work Championship
- 15) Improving student creativity
- 16) Enhancing student creativity championships
- 17) Increasing arts activities
- 18) Increasing the number of art competition winners
- 19) Increasing sports activities
- 20) Increasing the number of sports champions
- 21) Improving the quality of madrasah management
- 22) Empowerment of adequate facilities and infrastructure
- 23) Increase understanding of local culture
- 24) Increasing the role of madrasah residents in environmental conservation culture
- 25) Increasing awareness of madrasah residents in the culture of preventing environmental damage
- 26) Increasing the role of madrasah residents in the culture of preventing environmental pollution
- 27) Increasing integration between religious knowledge and general knowledge
- 28) Increasing integration between academic and non-academic

B. Data Description

From the research that has been conducted, the researcher obtained data results from the condition of the International Class Program at MAN 2 Ponorogo, especially about the multiple intelligence and motivation. The data presented by the researcher is to the objectives. In this chapter, the intended data presentation is to describe the data obtained at MAN 2 Ponorogo into several types of groups, namely:

1. The Kinds of International Class Students' Intelligence at MAN 2 Ponorogo.

This study investigated the types of intelligence displayed by students in the International Class Program at MAN 2 Ponorogo. Data were collected through a questionnaire conducted with 80 items of questions through an online form. The researcher shared the questionnaire link, and the students quickly filled out the form from their phones and concentrated without asking others. The questionnaire adopted from W. McKenzie, Performance Learning Systems, and DLazear validated the available on Surfaqurium.com.⁸⁵ This was further supported by an interview with the English teacher from the class. The questionnaire results were summarized in the table provided, which shows the distribution of the student's scores across eight kinds of intelligence: naturalistic, musical, logical, interpersonal, kinesthetic, linguistic, intrapersonal, and visual. The results from the questionnaire indicated a diverse range of intelligence among the students in the International Class. These results showed that it cannot be denied that each student has more than one type of intelligence, as follows.

⁸⁵ W, "Multiple Intelligences Survey."

Table 4.1 The Kinds of Multiple Intelligence Among ICP Students

Types of Intelligence	Number of Students	Percentage
Intrapersonal	20	80%
Logical	12	48%
Kinesthetic	11	44%
Linguistic	8	32%
Visual	7	28%
Interpersonal	6	24%
Musical	6	24%
Naturalistic	4	16%

Based on the table above, the data reflected the distribution of intelligence types among the class students, with intrapersonal intelligence being the most dominant, with 80% consisting of 20 students, logical intelligence as core strength, with 12 students excelling in these types with 48% of the percentage, following kinesthetic intelligence is seen in 44% with 11 of students, linguistic and visual intelligence were among the top three intelligences for eight in 32 % and 7 in 28% students, moderate representation of musical and interpersonal intelligence as six students each preferred these types in 24% of percentage. Last, only four students in 16% of the percentage had naturalistic intelligence as one of their top three intelligences.

In conclusion, the majority of intelligence in this class was intrapersonal, following logical, kinesthetic, linguistic, and visual intelligence, and the least prevalent with musical, interpersonal, and naturalistic intelligence in this group. It was important to remember that students can possess more than one type of intelligence, and data was collected based on the top three intelligences of each student. Although intrapersonal, logical, or kinesthetic may dominate, students still have potential in other areas of intelligence that might be reflected in this data.

Interviews were also conducted with selected English teachers and students to support the questionnaire findings. These interviews aimed to gather deeper perspectives on the kinds of intelligence observed among students in the

International Class Program. Teachers' insights provided educational context and understanding of classroom dynamics while students shared their experiences and challenges. Together, these perspectives enriched the data, allowing for a more comprehensive analysis of the questionnaire results.

An interview with the class teacher provided additional insight into these findings. As Mrs. TP said:

"Of the 25 students in this class, each has their skills and intelligence. Because of this, we apply a differentiated learning model. We can't expect all students to learn the same way, even if the material is the same. The way we teach must be adapted to their characteristics."

It was essential to recognize and accommodate the 25 students' diverse intelligence. The teachers acknowledged that although the same material was exposed, all students did not learn the same way, so differentiated learning models were the way to go. To ensure that all students can understand the material according to their abilities, teachers applied different learning models to adjust the instruction to the needs of each student. This approach supports students in maximizing their potential by considering their intelligence and learning styles.

In conclusion, the findings from the questionnaire and the interview with Mrs. TP about the kinds of intelligence in international classes highlighted the importance of recognizing and responding to the students' diverse intelligence. The questionnaire results revealed that the students possess a wide range of intelligence, with intrapersonal, logical, and kinesthetic intelligence being the most prominent. This diversity emphasizes the need for teaching methods that cater to the different strengths.

2. The Roles of Intelligence on the Students' Learning Motivation

Motivation is crucial in determining students' success in learning English as a foreign language (EFL).⁸⁶ However, motivation does not arise in a vacuum; it is shaped by various factors, including the students' intelligence. By applying a differentiated learning model, the teacher can attend to each student's unique learning style, ensuring that all instruction is relevant and engaging. When students feel that their strengths are recognized and nurtured, they are more likely to stay motivated and perform well in their language-learning journey.

Data about types of motivation was collected through a questionnaire using 10 questions on a Likert Scale consisting of 5 options (strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree) in the scope of intrinsic and extrinsic motivation. The questionnaire explores student motivation and attitude toward learning English, including learning motivation like improved language skills, confidence, and academic and career opportunities. The data highlighted the diverse motivation profiles of the students, showing how intrinsic and extrinsic motivations align differently across various types of intelligence. Still, it underscores that while many intelligence types have strong intrinsic drives, certain groups respond well to extrinsic motivation. The questionnaire results were summarized in the table provided, which shows the distribution of the student's scores across two types of motivation, intrinsic and extrinsic, as follows:

⁸⁶ Husna and Murtini, "A Study on Students' Motivation in Studying English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus."

Table 4.2 Intelligence Types and Dominant Motivation of ICP

Intelligences Types	Dominant Motivation	Percentage of students (%)
Intrapersonal	Intrinsic	80%
Logical-Mathematical	Intrinsic	48%
Kinesthetic	Intrinsic & Extrinsic	44%
Linguistic	Intrinsic	32%
Interpersonal	Extrinsic	24%
Visual-Spatial	Intrinsic	28%
Musical	Extrinsic	24%
Naturalistic	Extrinsic	16%

The table shows the intelligence types among students in the ICP at MAN 2 Ponorogo and their corresponding dominant motivation types (intrinsic or extrinsic). The data reveals that intrapersonal intelligence is the most prevalent, with 80% of students exhibiting this intelligence type, and they are primarily motivated by intrinsic factors. The second most dominant intelligence is logical-mathematical, with 48% of students displaying intrinsic motivation. Students with kinesthetic intelligence make up 44% of the class and show intrinsic and extrinsic motivation. Linguistic intelligence is seen in 32% of students, motivated primarily by intrinsic factors. On the other hand, students with interpersonal intelligence and 24% of musical intelligence in 24% are motivated by extrinsic factors. Visual-spatial intelligence is present in 28% of the students, mainly motivated by intrinsic factors. Finally, naturalistic intelligence is the least common, with 16% of students exhibiting this type, and they are motivated by extrinsic motivation.

This chapter explored the role of students' intelligence types and their motivation in learning English within the International Class Program at MAN 2 Ponorogo. Through an interview with Mrs. TP, different intelligences impact students' motivation levels and learning strategies in the classroom. She said:

"Yes, of course, it has an effect. I noticed that the students have ways of understanding something; they have tried their best in the learning

process. According to their intelligence, their different ways indirectly motivate them to learn English."

This answer said that her experiences shed light on how different types of intelligences influence how students approach learning and their level of motivation in acquiring a new language. Mrs. TP emphasized the need for differentiated teaching strategies to ensure all students remain motivated in learning regardless of their dominant intelligence. She explained that some students are naturally motivated by language-focused activities, while others are motivated when tasks align with their strengths.

"I often see students who love moving or activities; I integrate movement-based activities to keep them engaged in English. It's not just about reading or writing. Some of them have their motivation come within, and they are reflective and aware of their progress without relying on external rewards."

This answer highlighted recognizing students' diverse learning preferences and motivations. Students were naturally reflective, self-aware, and capable of tracking their progress, suggesting that differentiated strategies were combined because of the different motivations.

As a student from the International Class Program at MAN 2 Ponorogo, AL, she provided valuable insight into how her intelligence affects her motivation to learn English as a Foreign Language (EFL). AL was not fully aware of her specific intelligence type. Still, AL's responses reflected how her dominant intelligence influences her learning preferences, engagement, and motivation to improve her English skills, showing intrapersonal solid intelligence. She said:

"I like to set small goals for myself, like learning new vocabulary and speaking or practicing with friends. It helps me track progress and motivates me to keep going."

In addition to goal-setting and self-reflection, AL prefers independent learning methods that allow her to focus at her own pace.

"I don't mind working in groups but feel more productive studying alone. It gives me time to think and process what I'm learning."

This practice of self-reflection was a hallmark of intrapersonal intelligence, where students were reflective and driven by their sense of accomplishment. Her reflective approach strengthens AL's internal motivation to improve her English, as she finds satisfaction in her personal growth.

While another student named MCM expressed that her motivation to learn English comes from her desire to communicate effectively. As she said

"I think English helps me express myself better, and I want to be able to speak fluently. It gives me confidence to express my thoughts clearly in English."

When asked about what motivates her the most in learning English, MCM explained:

"I love writing something simple, like a digital diary or caption on social media or even an essay. I am excited and want to do my best whenever I have writing or speaking assignments."

In conclusion, MCM's linguistic intelligence shaped her motivation and engagement in learning English. Her natural affinity for reading, writing, and speaking highlights her passion for language-based tasks, which are critical motivators for her.

The data showed overall high motivation levels in both intrinsic and extrinsic motivation. The variation in scores indicates that while many students have strong intrinsic motivation, extrinsic motivation can vary widely. Both data and interviews reveal that students' intelligence significantly influences their motivation to learn English. Students with intrapersonal and linguistic intelligence demonstrate high intrinsic motivation through self-driven goals and passion for language. The findings highlight that recognizing and adapting to students' different bits of intelligence was critical to fostering motivation in EFL learning. When instruction is aligned with students' natural learning preferences, it enhances their motivation and helps them achieve greater success in language acquisition.

3. Teachers' Strategies to Accommodate Various Kinds of Intelligence in the Classroom

Based on the information acquired from observations and a conversation with Mrs. TP, she meets the varied learning requirements of the pupils enrolled in the International Class Program. Her method included differentiated evaluations, interactive instruction, a variety of media, and individualized support to increase student motivation to learn English as a foreign language. Students were encouraged to participate actively in the interactive learning environment Mrs. TP cultivated.

She once urged students to participate in a debate about cultural differences in English-speaking nations during an observed English lesson. Every student had a chance to speak, and she gave prompt, encouraging feedback. Mrs. TP gently prodded one student who was reluctant to join in, saying:

"Mistakes are inevitable; that's how we learn. Just express your ideas."

Because of the safe and encouraging environment this interaction fostered, even the more reserved students were encouraged to participate and gain confidence. She encouraged students to actively participate by praising them and providing positive reinforcement, increasing their interest and zeal for learning.

Mrs. TP also employed encouragement and humour to maintain a positive atmosphere in the classroom. For example, following a thoughtful response from a student, she might respond,

"Excellent work! You're grasping this quite well now!"

Mrs. TP engaged students with diverse learning styles through various instructional strategies. She also used flashcards and board games to provide the students with vocabulary practice. Using multiple media forms was another way she engaged the different intelligences. In one lesson, she played a short clip from a documentary and paused it periodically to ask comprehension questions. Mrs. TP also encouraged students to use the classroom whiteboard to brainstorm ideas during a writing activity.

Mrs. TP also used a variety of assessment formats, tailoring assignments to suit different learning styles. Students freely choose how to present the result. It can be a short report, an essay, or a visual project, such as a poster or infographic, to demonstrate their understanding of a lesson on the issues.

This choice allowed students to demonstrate their understanding in a way that works best for them. Language learners preferred the written option, while visual learners chose the infographic project. As Mrs. TP explained in the interview:

"Providing students different ways to demonstrate what they have learned helps them feel more confident. Not everyone enjoys speaking in front of the class, so I provide options that play to their strengths."

This flexibility in assessment supports students' intelligence and encourages them to stay motivated by assigning tasks they are comfortable with.

For another option, Mrs. TP divided the class into groups, each tasked with uncovering issues. Each group is responsible for researching the problem, proposing a solution, and showing their findings to the class. It can also be held in a group chat or as a discussion platform to improve students' critical thinking. In an interview with a student named AL, said:

"I like the reflection papers. It gives me time to think deeply about what I learned and how to improve."

This combination of group and independent work ensured that all students were engaged and motivated in the learning process regardless of their intelligence.

Mrs. TP believed student achievement does not always occur only in and outside the classroom. The ICP program has also prepared activities outside the school, such as visits to places that align with the theme of ICP itself. Therefore, in addition to visits or class programs, Mrs. TP was always active in supporting the development of her students outside the classroom by encouraging them to participate in English competitions, such as speech contests and debate tournaments.

"Students gain experiences that build confidence and challenge them to use their English skills in real-life situations by participating in

competitions. It's not just about winning but also about having confidence in their abilities. So, these activities must be balanced."

Students were continuously supported and encouraged to participate in these events in line with her goal of increasing student motivation and confidence, especially those who may be quieter in class but excel in competitive or performance-oriented environments. In the interview, Mrs. TP also explained how she adjusted her teaching strategy when she realized that each student needed guidance differently based on their qualities and character. Thus, Mrs. TP emphasized the importance of personalized learning to ensure that each student remains engaged in the learning process.

"Motivation is not the same for each student during the lesson. Some students are already very motivated, but others need more personalized guidance. We try to do this by providing counseling guidance. We hold monthly sessions to independently address any talents, interactions, or problems they may have. We call students one by one. In this way, we will recognize and support their qualities from the beginning of their program."

She explained that some students have undiscovered potential that they have not realized, and her role is to help them recognize and develop these abilities over time, starting from the beginning, which in this program has started from grade 10.

As observed in the lesson and confirmed in the interview, her approach emphasizes the importance of adjusting instruction to the student's intelligence. The approach to students, which provides a forum to express problems and show their talents and interests, is also consistently well implemented. By providing a variety of tasks and opportunities for expression, interaction, and independent thinking, Ms. TP ensures that students remain motivated and engaged in their EFL learning, increasing their overall success in language acquisition.

C. Discussions

1. The Kinds of International Class Students' Intelligence at MAN 2 Ponorogo.

The study's findings revealed that students in the International Class Program outlined at MAN 2 Ponorogo possess a range of multiple intelligences, as outlined in Howard Gardner's Multiple Intelligence Theory. According to Gardner, intelligence is not simple; it only has one entity but consists of several different types. These types will also affect each other's way of processing information, understanding, or learning.⁸⁷ The findings on MAN 2 Ponorogo students showed that the most prominent intelligences were intrapersonal, logical-mathematical, kinesthetic, linguistic, and interpersonal.

The research showed that the type of intelligence can be explicitly seen through a questionnaire that explores students' preferences and abilities in the context of English learning. On the other hand, the observation showed that the ICP MAN 2 Ponorogo class has a lively and diverse classroom atmosphere. Students participated in various learning activities tailored to their intelligence and learning styles. Teachers actively used differentiated learning strategies, considering students' multiple intelligences. This can also provide opportunities for each student to be involved according to their strengths.

For example, in independent activities, such as working on personal essays, reflection journals, or several tasks that allow them to work confidently individually, these students are given time to plan and work on assignments with the target discipline that they have set themselves, making mind maps or outlines which also need to be consulted with their teachers to be more understand their personal

⁸⁷ Morgan, "Howard Gardner's Multiple Intelligences Theory and His Ideas on Promoting Creativity."

development. The tasks or activities help them get to know themselves and be independent with individual targets for each student. Self-reflection activities motivate them so they can work optimally and achieve self-satisfaction. Some activities also challenge their critical and analytical thinking skills.

Students are also often involved in problem-solving through logical discussions, such as analyzing sentence structures and always being invited to break down sentences given or activities to solve an issue, which is also routinely carried out in ICP classes. The teacher provides a problem that will be discussed together. It is one of the programs for learning English in this class. This was a teacher strategy to train critical thinking, encourage students to express their opinions and practice speaking skills in English. Structured and rule-based activities are very motivating for those who are following their analytical intelligence.

In teaching English, teachers often compile grammar assignments, puzzles, or flashcards that require a deep understanding of patterns and rules. On several occasions during the lesson, they are allowed to participate in role-plays where they have to express words or phrases in English through movement. In presentation tasks, for example, teachers encourage students to express the results of their functions, present using gestures, and be active in class interactions. This encourages their active participation and keeps them motivated.

The activities can also include verbal and written activities, such as group discussions, debates, oral presentations, and argumentative essays. Teachers also often hold open discussion sessions where students can express their opinions freely. Their involvement in language-based tasks shows their enthusiasm for learning to master language skills in depth. Teachers also often use group projects to engage each other, where they have to work together to complete tasks or solve particular

problems. They conduct group discussions or collaborative projects that are also a place for students to help each other and actively provide ideas. Teachers always give feedback or appreciation for their contributions to the team during the discussion.

Teachers often associate material with environmental themes, such as English texts that discuss environmental issues or nature-based projects. It also uses multimedia presentations, such as videos, pictures, and concept maps, to make the lesson more interesting. In learning activities, teachers use multimedia presentations that allow these students to understand the concept more deeply. They are also asked to create visual posters or mind maps that illustrate their ideas visually, which helps them visualize the lesson material better.

The findings of this study confirm the application of Howard Gardner's Multiple Intelligences theory in understanding student motivation in the ICP program at MAN 2 Ponorogo. Through questionnaires, observations, and activities tailored to specific intelligence, it is evident that different students are detected by various tasks that align with their intelligence.⁸⁸ The application of differentiated learning strategies in the ICP program respects these differences and increases student engagement and motivation by accommodating their unique intelligence diversity. By aligning teaching methods with students' dominant intelligences, educators can foster a more motivating learning environment and encourage students to succeed in learning English as a foreign language.

This research finding was also related to the theory put forward by David A. Kolb, which defines learning as a continuous cycle of four stages.⁸⁹ The first is a

⁸⁸ Gardner, *Multiple Intelligences: Memaksimalkan Potensi & Kecerdasan Individu dari Masa Kanak-Kanak hingga Dewasa*.

⁸⁹ David A. Kolb, *Experiential Learning: Experience as The Source Af Learning and Development* (Englewood Cliffs, NJ: Prentice Hall, 2013),

concrete experience involving learning through direct experience and physical activities such as presentations using gestures. Also, visual multimedia such as videos and images provide relevant concrete experiences. In ICP class, students who were strong in intrapersonal intelligence benefited from reflective tasks such as writing journals and essays. These things can make students think deeply about what they have learned. David's reflective observation theory is also in line with this event.

While abstract conceptualization occurs at this stage, students analyze and conceptualize their experiences through more abstract theories or concepts. \ Students with this tendency were usually interested in activities such as solving grammatical structures, making concept maps, collaborative projects, and role-playing that require them to apply English skills in real contexts. For example, students are tested to think critically, express their opinions, and practice their English-speaking skills in a discussion or debate. These activities appeal to students who are more inclined towards interpersonal and practical intelligence because they can learn through direct interaction and active practice, which also aligns with active experimentation as the last stage.

Kolb argued that students prefer one or more of these stages, meaning that effective teaching strategies must incorporate various activities that allow students to move through the learning cycle. In ICP classrooms, teachers use a differentiated learning approach incorporating activities that fit the four stages to cater to Kolb's learning cycle's various learning styles.⁹⁰

This study demonstrates the value of implementing Howard Gardner's Theory of Multiple Intelligences and David Kolb's Theory of Experiential Learning in the

<http://www.learningfromexperience.com/images/uploads/process-of-experiential-learning.pdf>
(31.05.2006).

⁹⁰ A. Kolb.

ICP program at MAN 2 Ponorogo to support diverse student needs. Teachers design tasks that match each student's strengths, enhancing engagement and personal growth by identifying students' dominant intelligences, such as intrapersonal and logical-mathematical intelligence. Kolb's four-stage learning cycle—concrete experience, reflective observation, abstract conceptualization, and active experimentation—guides the development of activities that allow students to actively engage, reflect, analyze, and apply knowledge in practical contexts. Differentiated learning strategies foster a motivating and inclusive classroom atmosphere where students can excel through tasks that match their unique learning preferences. Integrating Gardner's and Kolb's theories provides a structured yet flexible approach to supporting effective English language learning in a heterogeneous classroom setting.

2. The Roles of Intelligence on the Students' Learning Motivation

The research findings revealed that students in the International Class Program at MAN 2 Ponorogo exhibited multiple intelligences, each playing a different role in motivating their English as a Foreign Language (EFL) learning. Intrapersonal intelligence emerged as student's most widely possessed intelligence because many students showed a solid ability to self-reflect, created goals in their learning process, and preferred working independently. These students naturally had motivation that emerged within themselves, with the learning they had arranged, their insights, and the desire to improve themselves. This aligns with Howard Gardner's Theory of Multiple Intelligences (MI), which emphasizes that the various types of intelligence can shape how students engage with learning materials and understand them easily.⁹¹

⁹¹ Bhatti1 et al., "Applying Gardner's Multiple Intelligences Theory in EFL Context."

Intrapersonal intelligence is understanding one's emotions, thoughts, and motivations. Students with this intelligence tend to be reflective, independent, and goal-oriented. They naturally seek personal growth and fulfillment, consistent with intrinsic motivation—being motivated by internal rather than external rewards. Students with intrapersonal solid intelligence demonstrated behaviors such as setting personal goals, self-reflection, and working independently.

In this study, those were confirmed through their statements during interviews, where they expressed satisfaction from self-improvement rather than external rewards. For example, one student stated that she likes to set small goals and track her progress, which is typical of intrinsic motivation. Questionnaire data further supported this by showing that students with high intrapersonal intelligence scored higher on measures of intrinsic motivation, such as personal satisfaction and self-awareness, than on extrinsic factors, such as peer recognition or approval. Thus, the combination of Gardner's theory, observational evidence, and data from the questionnaires and interviews conclude that intrapersonal intelligence is closely related to intrinsic motivation.

Meanwhile, the other dominant intelligence, such as logical-mathematical intelligence, shows intrinsic motivation through their involvement in problem-solving activities. Questionnaire data showed that students with high logical-mathematical scores showed greater satisfaction from within themselves in their learning than from receiving external validation. Therefore, integrating Gardner's theory, observational insights, and questionnaire data shows that logical-mathematical intelligence is closely related to intrinsic motivation. This can also be seen from their enjoyment of the challenge of understanding complex concepts and solving complex problems.

In addition, in this study, students with kinesthetic intelligence showed intrinsic motivation through their preference for hands-on learning experiences. Students enjoy learning through movement and feel more motivated when participating rather than sitting passively in class. Questionnaire data supports this by showing that students with high kinesthetic intelligence scored higher on measures of intrinsic motivation related to personal enjoyment of physical activity.

Learning motivation in linguistic intelligence, which involves a natural talent for verbal and written language expression, can be seen in students who excel in reading, writing, and speaking tasks. Their opportunities to engage in creative writing, storytelling, and oral presentations are rewarding and show satisfactory results. Students with linguistic intelligence are attracted to language-based tasks. It can be seen that previous research highlighting the relationship between linguistic intelligence and language learning success emphasizes the importance of providing many opportunities for verbal and written expression to maintain motivation. This intelligence shows dominant intrinsic motivation.

Group work and social interaction play a significant role in motivating students who thrive. These students are highly motivated by collaboration, discussion, and peer learning tasks. Ahmad also found that interpersonal learners are motivated by social interaction and teamwork, reflecting Gardner's theory that interpersonal learners excel by working well in environments involving communication and collaboration.

These findings raise awareness of the importance of recognizing and accommodating multiple intelligences in the classroom. Students' motivation to learn and engagement will increase significantly when given tasks and learning environments aligned with their intelligence and abilities. This is evidence of

Gardner's MI theory, which recommends that educational practices, especially teaching and learning activities tailored to multiple intelligences, improve learning outcomes.

In addition to Gardner's Theory of Multiple Intelligences, Edward Deci and Richard Ryan's Self-Determination Theory (SDT) provides a relevant framework for understanding the motivation observed among students with different types of intelligence. SDT emphasizes intrinsic and extrinsic motivation, with intrinsic motivation driven by personal satisfaction and internal goals, which align closely with the behavior of students who demonstrate high intrapersonal and kinesthetic intelligence. According to SDT, when students experience autonomy, competence, and relatedness, they are more intrinsically motivated, engaging in learning out of genuine interest and personal growth.⁹²

For example, students with high intrapersonal intelligence who demonstrate a natural inclination toward self-reflection and goal setting embody the SDT concept of autonomy learning for their improvement rather than external validation. The theory also applies to logical-mathematical learners, motivated by the intellectual challenge of solving problems, and kinesthetic learners, who thrive in hands-on, interactive activities that reinforce their sense of competence.

This study's findings align with previous studies, such as Shelawati, which showed that implementing various intelligence-based teaching strategies can improve student engagement and language learning. Likewise, Ahmad found that aligning learning activities with students' dominant intelligence can significantly increase motivation in language learners. These findings reinforce the idea that

⁹² Richard M Ryan and Edward L Deci, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being," *American Psychologist* 55, No. 1, 68–78 (2000), <https://doi.org/10.1037/0003-066X.55.1.68>.

various intelligence-based teaching strategies are essential to improving motivation in EFL learners.

Several studies focus on the role of linguistic and logical-mathematical intelligence in language learning. This study highlights the importance of recognizing diverse forms of intelligence, such as intrapersonal and kinesthetic intelligence, which may be rarely considered. This aligns with Gardner's broader framework, which emphasizes integrating multiple intelligences into education to foster an inclusive and effective learning environment and ultimately increase student learning motivation. This is because students feel free to express themselves according to their intelligence.

There was a significant correlation between specific types of intelligence and students' motivation, which provided insight to indicate that students' learning styles, which reflected the characteristics of their intelligence, could also be used to categorize their motivational preferences. For example, students with high linguistic intelligence often display strong intrinsic motivation when engaged in language-related activities such as reading, writing, or discussions. In contrast, students with logical-mathematical intelligence respond more to extrinsic motivation, such as recognition or rewards for academic achievements such as grades or ranking.

This understanding highlighted that the influence of intrinsic and extrinsic motivation on each student was closely linked to their dominant type of intelligence. It allowed educators to develop more personalized and effective teaching strategies by considering dominant intelligences to determine which type of motivation would have the most positive impact. The correlation between intelligence and motivation

further supported the idea that motivation could not be viewed as a uniform factor; rather, it was a response shaped by each student's unique intellectual potential.

In conclusion, these findings show the critical role of multiple intelligences in motivating students to learn English in the International Class Program at MAN 2 Ponorogo. By recognizing and accommodating students' diverse intelligences, educators can create more engaging and motivating learning environments, leading to improved language acquisition and development in students. These findings can contribute to a deeper understanding of how diverse instructional strategies can enhance motivation and success in EFL classrooms.

3. Teachers' Strategies to Accommodate Various Kinds of Intelligence in the Classroom

Based on the findings and insights gained from interviews and classroom observations, it is clear that teachers in the International Class Program at MAN 2 Ponorogo have accommodated their students' diverse learning needs. Mrs. TP creates different learning environments aligning with her students' intelligence. Because she realizes that each student has unique strengths, she applies various teaching methods actively as much as possible.

For example, in group activities, students are encouraged to collaborate to solve a given issue, which fosters interpersonal intelligence. Opportunities for students to work together are often given, especially for those who excel in communication and teamwork, because they are believed to be given a suitable space to learn through interaction with peers. This approach aligns with Gardner's theory, emphasizing that interpersonal learners thrive in a group environment. Ahmad's findings suggest interpersonal learners are motivated to learn through social interaction and collaboration.

Various media, such as videos, note cards, and interactive games, are also used to engage students with different types of intelligence, including kinesthetic and visual learners. For example, movement-based games in one material, given to teach vocabulary, also benefit kinesthetic learners from physical involvement. Shelawati, in her research, stated that physical activity is applied because it is believed that movement helps students stay focused, and incorporating physical activity into learning increases motivation and engagement for kinesthetic learners.

In addition, intrapersonal intelligence is considered to develop by encouraging reflective tasks, such as personal writing assignments, which allow students to assess themselves and set individual goals. Students can easily accept Reflection papers as assignments. Teachers provide students with opportunities for self-evaluation and self-improvement. This also shows how self-reflection aligns with Gardner's concept that intrapersonal learners are motivated by insight and personal growth.

On the other hand, teachers give students flexibility in assessment by allowing them to choose between essays, oral presentations, or creative projects. This will enable students to demonstrate their knowledge according to their dominant intelligence. Hopefully, this can also foster students' self-confidence and active involvement in learning. It is believed that when tasks are tailored to students' strengths, their motivation to complete them well increases.

This finding supports previous studies, such as those by Ahmad and Shelawati. The findings emphasize the importance of accommodating multiple intelligences in the educational environment to enhance student motivation and engagement.⁹³ By

⁹³ Ahmad et al., "Application of Multiple Intelligence Theory to Increase Student Motivation in Learning History."

aligning her teaching methods with Gardner's MI Theory, Ms. TP ensures that her students remain motivated, engaged, and confident in every process of their EFL learning, ultimately leading to student improvement in various aspects.

The findings reveal that the teachers in the International Class Program (ICP) at MAN 2 Ponorogo address the diversity of students' intelligence, aligning with differentiated learning principles. Specifically, teachers adjust teaching methods to meet the dominant types of intelligence, such as intrapersonal, logical-mathematical, and kinesthetic intelligence. This approach is supported by Carol Ann Tomlinson's differentiated learning framework, which emphasizes modifying content, processes, and products to align with students' readiness, interests, and learning profiles.⁹⁴

According to Tomlinson's work, teachers can differentiate the learning process, content, and products.⁹⁵ Modifying teacher-driven content and adjusting the complexity of the material based on each student's level of understanding is ICP. Teachers use various teaching resources and methods for the content, such as discussion-based learning for interpersonal learners or hands-on projects for kinesthetic students, to ensure the content is appropriate for each type of intelligence. However, the differentiation process is demonstrated when teachers engage students in activities that align with their learning styles. Teachers in ICP incorporate group work, debates, and interactive games, which are especially effective for students with interpersonal and kinesthetic-bodily intelligence. This approach fosters motivation by allowing students to learn in ways that feel natural to them.

⁹⁴ Tomlinson, *How to Differentiate Instruction in Academically Diverse Classrooms*.

⁹⁵ Tomlinson.

On the other hand, allowing students to demonstrate understanding through various outputs is a form of product customization. For example, students might present knowledge through essays, presentations, or creative projects based on their dominant intelligence. Additionally, this strategy allows teachers to understand students' evolving needs and dynamically adjust instruction. ICP teachers use ongoing formative assessment, ensuring teaching methods align with students' specific strengths and intelligence types. By incorporating these differentiated strategies, teachers support a classroom environment that enhances motivation and fosters meaningful engagement for diverse learners.

The constructivism theory emphasizes social interaction and active engagement as fundamental to learning, particularly through Vygotsky's ZPD. For instance, teachers in the ICP implement differentiated strategies that align with the students' varying intelligence types, creating opportunities for interaction and collaboration. The role of peer collaboration, where group tasks and interactive activities allow students to share knowledge and build upon each other's strengths. These students benefit from reflective journaling or self-paced tasks, which enable them to scaffold their learning experiences independently, showing the versatility of constructivist principles in addressing diverse intelligence types.

In conclusion, Ms. TP implemented differentiated teaching strategies collaborating with constructivism, demonstrating her commitment to addressing her students' intelligence. The approach aligns with Gardner's MI Theory and supports previous studies' findings. It highlights the importance of recognizing and adapting to students' strengths and motivations in the classroom. These strategies allow students to express themselves and improve their abilities, especially in EFL learning.

CHAPTER V

CLOSING

A. Conclusion

Based on research regarding the role of students' multiple intelligences in their motivation for EFL contexts at the International Class Program MAN 2 Ponorogo, it can be concluded that the intelligence identified among the students varies significantly, with intrapersonal, logical-mathematical, kinesthetic, and linguistic intelligence being the most prominent. The role of these intelligences in motivating students was evident. When students' learning activities align with their dominant intelligence, their motivation to engage in the learning process increases significantly.

Furthermore, this research showed that teachers use a differentiated learning model to accommodate students' diverse learning needs. The teachers' approach emphasizes the importance of adapting teaching methods to the diverse intelligences in the classroom to enhance students' motivation. The results of this study indicate that teachers in the International Class Program (ICP) at MAN 2 Ponorogo employ differentiated learning strategies to accommodate their students' diverse intelligence and learning preferences effectively. The teachers can create a more engaging and inclusive learning environment by tailoring lessons to align with students' strengths. This approach not only supports the academic needs of each student but also fosters a classroom atmosphere that values individual differences, encouraging students to reach their full potential by engaging with material in a way that resonates with them. Ultimately, differentiated instruction appears to be a valuable strategy in promoting personalized learning and improving educational outcomes within the ICP, as it enables teachers to address the unique learning profiles of their students more effectively.

B. Recommendations

After conducting research at MAN 2 Ponorogo regarding the role of students' multiple intelligences in their motivation of EFL contexts at the International Class Program, the recommendations given are:

1. For ICP at MAN 2 Ponorogo

The International Class Program should continue to support differentiated learning strategies that align with the students' multiple intelligences. The diverse media and tasks can ensure that all students are fully engaged and motivated in their learning.

2. For English Teachers

The teacher always hopes to implement teaching methods that fulfill the students' various intelligences to enhance their motivation and engagement in EFL learning.

3. For EFL Students

Students should be encouraged to identify and utilize their intelligence strengths to improve their learning strategies and motivation in language acquisition.

4. For Future Researchers

This research can serve as a reference for further studies. Future researchers should explore how different intelligence types influence language learning in other educational contexts and expand the study to their language skills.

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