TABLE OF CONTENTS

ACKNOWLEDGEMENT	**iv**
ABSTRAK	**v**
ABSTRACT	**vi**
TABLE OF CONTENTS	**vii**
TABLES	**viii**
FIGURES	**ix**

Chapters	Tables of Contents	Pages
1	**INTRODUCTION**	1
	1.1 Background of the Study	1
	1.2 The Significance of the Study	3
	1.3 Objectives of the Research	4
	1.4 Research Questions	5
	1.5 Limitation of Study	6
	1.6 What is Intelligence?	10
	1.7 Theories of Intelligence	19
	1.8 What Affects Intelligence?	21
	1.9 Intelligence and Second Language Learning	24
	1.10 Multiple Intelligences in Language Classroom	25
	1.11 Technology Resource Guide	25
2	**LITERATURE REVIEW**	30
	2.1 Background of Gardner's Theory	30
	2.2 Principles of Gardner's MI	35
	2.3 Features of MI theory	36
	2.4 Rationale of Applying MI in Education	38

	2.5 Related Views of MI	50
	2.6 Theory of MI	53
	2.6.1 Range of Abilities Addressed	
	2.6.2 Learning Environment	
	2.6.3 Assessment Measures	
	2.6.4 Concept of Learner	
	2.7 Factors Affecting Second Language Learning	59
	2.8 Research Finding of MI	62
	2.9 The Relationship Between MI and Second Language Learning	65
	2.10 Gardner's MI and Bloom Taxonomy	69
3	**RESEARCH DESIGNS**	72
	3.1 Introduction	72
	3.2 Subjects	73
	3.3 Instruments	74
	3.3.1 Blackman's Questionnaire	
	3.3.2 Semi-Structured Interview	
	3.3.3 Monthly Tests	
4	**ANALYSIS AND DISCUSSIONS**	82
	4.1 Introduction	82
	4.2 Blackman's Questionnaire	82
	4.3 Semi-Structured Interview	85
	4.4 Monthly Tests	96
	4.5 Overall Findings of Research Designs	99
	4.6 Reports by Teacher	102
5	**CONCLUSION**	105
	5.1 Introduction	105
	5.2 Contextual Factors in Second Language Learning	107

	5.3 The Roles of Verbal Linguistic and Interpersonal Intelligences in Second Language Learning 5.3.1 The Roles Interpersonal Intelligence 5.3.2 The Roles of Verbal Linguistic Intelligence	110
	5.4 Benefits for Students	114
	5.5 Benefits for Teachers and Administrations	115
	5.6 Implementing MI in the Classroom	116
	5.7 Prospects for MI in Education	117
	5.8 Recommendations	121

TABLES

Number	Titles of the tables	Pages
1	A summary of scholars and definitions of "intelligence"	21
2	Media and learning styles	26
3	Language Activities of Second Language Learning and MI	66
4	MI and Bloom Taxonomy	71
5	Procedures in applying MI in Second Language Learning	72
6	Demographic of students	74
7	Example of scores of Blackman's Questionnaire	77
8	The findings of Blackman's Questionnaire	83
9	Favourite ELT	86
10	Reasons for favouritism	87
11	Favourite topics	88
12	Reasons for choosing topics	89
13	Favourite activities in learning English Language	91
14	Indication of best intelligences possessed	92
15	Understanding of MI and Source of information	93

16	Understanding of MI Activities	94
17	Preferred approach in MI activities	94
18	Favourite skills and teaching aids in learning English	96
19	English results	98

FIGURES

Number	Titles of the figures	Pages
1	Diagram of Gardner's Multiple Intelligences	42
2	Verbal Linguistic Intelligence	43
3	Musical Rhythmic Intelligence	44
4	Logical Mathematical Intelligence	45
5	Bodily Kinesthetic Intelligence	46
6	Visual Spatial Intelligence	47
7	Interpersonal Intelligence	48
8	Intrapersonal Intelligence	49