CHAPTER II

THEORETICAL REVIEW

A. English Enrichment Program

English Enrichment Program (EEP) is a program intended for UMP students. LDC UMP organizes a language enrichment program with a curriculum that is adapted to the times to prepare students to have language skills. So, they are ready in the world of work with language skills they master. The EEP learning process is called the IE course where the course weighs 4 credits for each level. This program is implemented for two years. This program is a program that implements CEFR as a curriculum. Therefore, the scores obtained by students from this program can be converted to TOEFL scores. This program consists of six different levels, namely, Starter, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, and Advanced level. Students are required to complete four levels and the six levels. In determining the initial level that must be followed, students must first carry out a placement test. The placement test is conducted at the beginning of each new school year. This program is a program that must be followed by all students from all study programs except for English Education and English Literature Department students.

The media used in the IE course is a module designed by the LDC team. The modules in each level consist of 10 different units. Each unit includes four English skills that must be mastered by students, namely listening, reading, writing, and speaking. The first publication of the module was in 2014. Meanwhile, the last publication was in February, 2022.

B. Multiple Intelligence

The MI theory proposed by Gardner challenges the traditional notion that people merely have one type of intelligence. It is called general intelligence that focusses on the cognitive abilities. He defined that individual have many types of intelligence to develop their abilities. Gardner (1999) stated that human have eight types of intelligence. Those types proposed by Gardner are described as follows:

1. Linguistic intelligence

The ability to acquire and learn languages is related to linguistic competences. An individual has a capacity to process words to communicate orally or through written text. The ability to understand information through languages or signs, which owned by any individuals, is also categorized into linguistic intelligence. Furthermore, in a broader context it relates to the way how an individual chooses the problem solving and reasoning process. The individual who possesses a high level of this intelligence will be able to communicate well and able to deliver an argumentation fluently. As a result, he or she possibly convince the people with their language. In terms of education, a teacher may also deliver the understandable materials easily to the student by employing this intelligence. Amstrong (1999) described that linguistic intelligence is about how an individual uses his or her language properly with appropriate structure and concept with the meaning.

2. Logical-Mathematical Intelligence

Human possess the ability to construct logical thinking effectively. Mathematicians, scientists, or even programmers are individuals who specifically

become the experts of this intelligence. This intelligence also includes the sensitivity to logical patterns, abstraction, categorization, and computation. The individuals who own this intelligence is able to make good plans and draw hypotheses and think mathematically optimally. According to Arum et al (2018), understanding about patterns and relationships, classification, computation, inductive-deductive reasoning and comparison are the characteristics of the individuals with this intelligence. In particular, Bellamy and Backer (2005, cited in Ahmed et. al, 2013) stated that in EFL context students who own this intelligence are able to categorize information in logical sequences for organization, create graphs or charts to explain written information. Logical-mathematical individuals prefer to experiment, ask questions, calculate, deductive and inductive logic, organize, facts, puzzles, scenarios (Deporter: 2010).

3. Musical Intelligence

Musical intelligence is the ability to enjoy, observe, discriminate, compose, form and express musical forms. This intelligence includes sensitivity to the rhythm, melody and timbre of the music that is heard. So, it can be defined as the ability to recognize, create, utilize, and appreciate music, tones, rhythms and sounds. On the other hand, music can also help improve our concentration by balancing the work of your left brain and right brain. Even music can affect the mood or feelings of those who listen to it (Muslimah and Apriani: 2020).

Music may not help the students to develop their critical thinking as linguistic and logical-mathematic intelligences do. However, it may help them to have better feelings so that it will assist them to get better performances. In this case, Yuwono

(2016, cited in Faidah: 2019) argued that this intelligence is very effective to improve various physical skills such as typing, swimming, or swimming aerobic exercise. The rhythm and flow of music can result in improved coordination, regularity, and speed of activity in a fun way. According to Mohamad and Salleh (2014) the needs of this intelligence in a classroom context include video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, trip to art museum, etc.

4. Spatial Intelligence

According to Subroto (2012), It is a mental process in which spatial structures are perceived, stored, remembered, created, changed, and communicated. This spatial intelligence is connected to geometry content in classroom mathematics. So, the capacity to perceive pictures in two or three dimensions while conceiving or creating them, as well as how an individual can arrange spatial features correctly in various decision-making situations, both at work and in leisure, is referred to as spatial intelligence. Based on the statement above it is revealed that this intelligence includes sensitivity to color, line, shape, space, and the relationships between these elements. The capacity to create and express ideas in the form of two- or three-dimensional pictures is also included in the scope. In addition, Amstrong (2009, cited in Faidah, 2019) simply define that spatial intelligence refers to an individual's ability to execute, compose, and appreciate musical patterns.

5. Bodily-Kinesthetic Intelligence

The capacity to coordinate body motions, communicate with body language, and maintain health and fitness is known as bodily-kinesthetic intelligence. It refers to

the ability to solve issues or create goods by employing one's entire body or sections of individual's body. This intelligence emphasizes more on physical activity and these activities do not only have a positive impact on the physical body, but also develop individual abilities. Physical exercise that is planned, consistent, and quantifiable will improve muscular fitness and energy fitness. Furthermore, exercise has a psychological influence on mental health (Sukadiyanto: 2004). The examples of activities in modules that prioritize intelligence are role play, hands-on experiments, and a cooperative games.

6. Natural Intelligence

Natural intelligence is intelligence connected to the capacity to identify, comprehend, and enjoy all aspects of flora, wildlife, natural surroundings, health, and so on. In general, it is the ability to care about the environment and living things. It refers to the capacity to recognize and categorize patterns in the natural world. Naturalist intelligence is characterized by sensitivity to and respect for nature. Nature inspires and rejuvenates naturalists. This intelligence makes the individual more appreciative of the environment and nature as a human habitation. Furthermore, it can be learnt through working in nature, exploring living things, learning about plants and natural events (Mohamad and Salleh: 2014)

7. Interpersonal Intelligence

Interpersonal intelligence refers to the capacity to create new relationships with others as well as to preserve and maintain harmonious relationships with others. This intelligence also includes the capacity to analyze and comprehend the needs of others

and to behave in accordance with how they manage interactions with others. It refers to a person's capacity to understand the intentions, motivations, desires of other people, and to work effectively with others (Amstrong, 2009, cited in Faidah, 2019). Interpersonal individuals tend to have advantages in leading, organizing, interacting, sharing, loving, talking, socializing, manipulating, being conciliatory, group games, clubs, friends, cooperative groups (Deporter: 2010).

8. Intrapersonal Intelligence

Intrapersonal intelligence is a skill connected to self-awareness and knowledge, understanding one's own strengths and shortcomings, motivating oneself, and self-discipline. Individuals can benefit from this intelligence by better understanding their own objectives, motives, and feelings. According to Shearer (2018) the core cognitive unit of this intelligence covers pattern cognition, understanding living entities, understanding animals, understanding plant, and life science. Intrapersonal individuals prefer or excel in thinking, meditating, dreaming, silence, goal setting, reflection, reflection, self-assessment (Deporter: 2010).

C. Multiple Intelligence in Education

The teacher always strives so that students can understand the discussion of the material in the class. The use of certain approaches or methods, including the MI approach, aims to ensure that classroom learning can run optimally. MI is one approach that can have a very positive impact on the student learning process. According to Lunenburg and Lunenburg (2014), the main objective of the multiple intelligence theory is to achieve students' better comprehension about the material. Furthermore,

they stated that activating more than one of the multiple intelligences in the classroom is common. Therefore, the MI approach can be used by teachers to help students understand the material in class. It allows students to participate directly in the learning process in order to grasp the topic. They get more involved in their studies. Moreover, they were able to complete all of the tasks with ease, which improved the learning process (Kumalasari et, al.: 2017).

In this case, Shearer (2018) mentioned that students in elementary school write and perform songs about grammatical topics. To accommodate multidisciplinary subjects, middle school students produce multimedia presentations integrating animations, music, and prose. Through painting, writing portfolios, and presenting presentations to education stakeholders, high school students demonstrate mastery of self-developed research questions. Based on Shearer's statement, it can be drawn that MI has a significant role in developing the education field. Moreover, according to Tyler and Loventhal (2011, cited in Hajhashemi et, al., 2018), pedagogy and instruction from MI view point have several benefits for increasing student learning. The use of MI is also very effective when used to learn a second language in school. According to Utomo (2020), students respond very well when the teacher applies the MI approach during the students' vocabulary mastery process. This shows that MI can be applied effectively in various competency skills in learning foreign languages. Moreover, Dong and Zhu (2016) also added that the MI method could be applied to college English education.

The influence of MI in education is quite significant. It not only affects how teachers plan and implement learning but it also affects students. In particular, it can affect students' cognitive and affective. Students are also encouraged to pick how they will study and display their knowledge using MI styles and approaches (Arnold & Fonseca, 2004, in Celik, 2015). Multiple Intelligence may theoretically provide a good learning environment where individual needs are identified and fulfilled over the school year by improving students' discipline and making them more aware. When MI is used in the classroom, students perform better academically than in a regular classroom. The findings of Ahmed et al. (2011), Akkuzu et al. (2011), showed that the increase in the ability obtained by students was the effect of using the appropriate MI approach by the teacher. Moreover, teachers may frame each student' experience in a positive light by simply noting that we all have our own MI history, preferences, and views (Shearer: 2018).

On the other hand, MI is not only educational method to addressing concerns of student uniqueness, but it also considers many modes of learning (Hajhashemi et, al.: 2018). Each student has the ability to maximize their intelligence. However, the abilities that can be developed between students are different from one another. MI is an approach that can be used by teachers to explore students' abilities and help them develop their intelligence. Moreover, using MI method, teachers might convey the school and classroom norms for good behavior. In addition, the teacher can increase student participation in class activities by taking into account students' MI. Teachers

who employ the same teaching approaches all of the time, on the other hand, have trouble controlling their classes or their courses are tedious (Celik: 2015).

The difficulty that teachers may face when trying to help students develop their abilities is the number of students. If the number of students is too many, it will be difficult for the teacher to focus on developing the abilities of each student. Therefore, the division into certain groups can make it easier for teachers to develop students' abilities. The use of small groups was another application of MI theory to classroom management. Teachers of English as a second language recognized the need of diverse groups working together. Teaching activities based on multiple intelligences provides a variety of strategies for forming diverse groups based on incidental traits connected to each intelligence (Celik: 2015).

On the other hand, the application of teaching methods using MI needs to be balanced with teacher competence and teacher understanding of MI. Teachers must know how to effectively apply this method and be confident in applying it. Although the use of this method can provide various benefits, the application of the wrong methods and strategies will actually make learning less effective. As a result, students' abilities do not develop optimally. Gardner is one of the first to point out the difficulties in incorporating the MI Theory into the classroom, but he is also constantly looking for ways to enhance it. Therefore, the best preparation so that teachers can apply the MI method to the teaching process is by educating teachers about the method (Austin: 2016).

In terms of how teachers evaluate MI in the classroom, Gardner argues that standardized exams only measure language and logical-mathematical intelligences in artificial contexts and tend to overlook other intelligences' capabilities (Setiawati: 2017). The objective of assessment should be to measure students' learning processes in order to learn about their grasp of skills and knowledge, as well as their problem-solving strategies. Furthermore, the evaluation should link their classroom work to real-life events and allow them to apply what they've learned to new settings.

D. Students' Task based on Multiple Intelligence Theory

Students' task is one of the most crucial elements in a module. Its presence gives the opportunity to students to test and measure their ability during learning process. In this case, the implementation of multiple intelligence theory to the task is able to allow the students to explore their ways to improve their English skills which each of them do best. Deporter (2010) proposed Quantum Teaching which portrays how Gardner's multiple intelligence implemented to the interesting activities in the classroom. Deporter (2010) stated that Quantum teaching is an effort to create conditions or environmental systems that support and allow for the learning process to take place by changing various kinds of interactions that can change students' natural talent into ways that are beneficial for themselves and others. It must relate what the teacher teaches to the events, thoughts, or feelings of the students gained from everyday life, at home, social, athletic, music, artistic, recreational and academic.

The implementation of which also can aid the instructors to classify the student's activity to meet the learning objectives. McLaughlin (2013) has given the

examples of the implementation of multiple intelligence to the task. It has been broken down based on Gardner's multiple intelligence theory (2003) and using Bloom's taxonomy. In addition, it must be noted that the task or the activity can be modified into any other topics and any levels of difficulty depended on students' ability.

1. Linguistic Activities

The tasks or activities implementing linguistic intelligence theory focus on learning through reading, writing, and speaking where each of them deals with word-oriented and language-oriented activities which require the students to be able to use linguistic feature properly. In addition, it includes language skills to speak, relate, and interpret. It includes words, utterances, writing, storytelling, listening, books, tapes, dialogues, discussions, poetry, lyrics, spelling, speeches, papers, and essays (Deporter: 2010). The tasks can be in a form of writing or telling stories, giving instruction, creating crossword puzzles, chunking information, playing vocabulary games, writing a news, etc.

2. Logical-Mathematical Activities

The tasks of this intelligence focus on learning through working numbers and logic. It also involves the abstraction, reasoning, and critical thinking. They can be analytical and concept-oriented. The examples of the tasks and activities can be about analyzing things, creating a mind mapping, solving mystery using deductive reasoning, doing a financial planning, reading data from charts or graphs, etc.

3. Musical Activities

The activities of musical intelligence concern about making and listening music or sound. They are best for improving listening skill and pronunciation. The students may develop the awareness of stressing of words, numbering syllable, connecting speech by working with rhymes. The example of the activities cab be in forms of singing, listening to music or speech, identifying sounds, practicing spelling words, etc.

4. Spatial/Visual Activities

The focus of the activities for this intelligence is learning through painting, drawing, and visualizing. Deporter (2010) also stated that it involves the ability to understand the relationship of space and mental imagery and accurately understand the verbal world, through drawing, sketching, doodling, visualization, imagery, graphics, designs, tables, art, videos, films, and illustrations. The activities may deal with colors, mind mapping, study illustrations. The examples of the activities are coding the lexical sets with colors, telling pictures, creating visual diagrams, designing posters, playing Pictionary-style games, map reading and map making, etc.

5. Bodily-Kinesthetic Activities

The tasks and activities of this intelligence relates to physical activities. It requires physical response or movement during learning process. The activities can be in form of role play, skits, charades, mimes. The examples of them are practicing vocabulary words, making up fingerplays to study for test, making vlogs, making drama, etc.

6. Naturalist Activities

The kind of the activities for this intelligence is relating information to natural surroundings. This intelligence concerns the relationship of individuals in nature who can see relationships and the world in natural patterns and interact with natural processes. They prefer outdoor walks, interacting with animals, star gazing, watching the weather, simulation and discovery (Deporter: 2010). In this case, the activities may involve information about plants, animals, or any items from natures. The examples of which are discussing nature, animals, or plants such as classifying and categorizing the groups of animals, orienting plants, doing experiment, going on nature walks etc.

7. Interpersonal Activities

The tasks or activities for this intelligence are good person-to-person activities or learning with other learners. It refers to human skills that can easily communicate and interact with other people (Deporter: 2010). The activities may lead the students to build interaction with others. The forms of the activities can be debates, giving feedback, peer counseling, think-pair-share. The other examples include conducting interviews, cooperative or team games, card games, etc.

8. Intrapersonal Activities

The tasks for this intelligence are related to inner-directed or reflective activities. Intrapersonal refers more to a reflective awareness of one's own feelings and thought processes (Deporter: 2010). The activities deal with self-awareness and emotional intelligence. The examples of activities for this intelligence are keeping a journal, writing an autobiography or personal experience, sharing common and different things, telling dreams, describing personal opinion, etc.

E. The Benefit of Multiple Intelligence in Education

The purpose of applying the MI approach in education is to have a positive impact on the quality of education. Pratiwi et. al,. (2018) in their research suggest that after being taught using MI, most students have a strong desire to learn new material. As a result, it can be stated that multiple intelligence–based learning improved students' idea comprehension and increased their enthusiasm in learning. The results they obtained provide a little illustration that the use of the MI approach can provide positive things for students. Therefore, it will be easier for teachers to achieve their goals. According to Ridwan (2015), the use of MI-based English Classroom Activities might help students improve their English proficiency. In addition, the students were enthusiastic about the adoption of MI-based English classroom activities. As a result, it can be stated that the adoption of MI-based English Classroom Activities was extremely beneficial in raising students' English achievement. This proves that the MI approach effectively helps students improve their abilities. All people possess all intelligences at varying levels, it is helpful for teachers to present content material through a variety of intelligences to make the information comprehensible to all learners (Setiawati: 2018).

There are various studies that prove that MI can have a significant influence in improving students' abilities. Marefat (2007, cited in Garcia, 2017) conducted research into the participants' writing exam results and their link with MI techniques. The findings showed that kinesthetic, existential, and interpersonal intelligences all had a role in predicting writing scores. This proves that MI has an important role in

improving students' abilities. Moreover, other research also proves that truth. Diravidamani and Sundarsingh (2010, cited in Garcia et. al,.: 2017) investigated the use of the multiple intelligence technique in the teaching of second languages. When the MI style of teaching was used, the results revealed that students' engagement in the language acquisition process enhanced. The findings of Shah and Thomas's (2002) research showed that students' ability to spell high frequency words correctly in their everyday writing improved, providing a fresh understanding of how MI techniques may benefit students' learning throughout the curriculum.

The benefits of using the MI approach in the realm of education are not only in adjustment to teaching methods. The interesting thing about MI theory is its flexibility when used for teaching in any context at any level. So, it is a matter of adaptation and providing the students with a good learning environment when teaching through this theory. Awareness of students' differences, preferences, and types of intelligence should be well thought of before applying MI theory (Zebari et, al: 2018). Thus, this approach can be adapted to the conditions of the teacher. Often teachers find it difficult to teach students of different levels. Mi approach can be a solution so that teachers can teach more optimally in different situations.

The MI approach also has a positive impact on the communication between teachers and students. Sometimes teacher-student communication cannot be established properly. So, the teacher only emphasizes the method and good material. Whereas basically good material cannot be delivered optimally if communication between teachers and students is poor. Teachers sometimes have difficulty

communicating with students in certain situations. As a result, poor communication between teachers and students will make it difficult for students to develop their abilities. Therefore, the MI approach can be a solution in overcoming this issue. There are many different types of MI classrooms in which instructors might easily incorporate aspects of the theory into their lesson plans and delivery. Thus, interaction between students and teachers will be easy to establish. Moreover, good communication between them will have a positive impact on student learning (Hanafin: 2014). Thus, the MI approach can have a positive effect on the way teachers communicate with students. The different situations, such as when teachers teach classes for students with special needs, also require teachers to use appropriate teaching strategies and methods. The use of MI as one of the methods used in teaching students with special needs is an alternative method for teachers. According to Ghaznavi et al. (2021), the use of multiple intelligences-based instruction was more effective in fostering physically disabled learners' multiple intelligences and classroom engagement. This proves that the MI is not only flexible to use in teaching different levels but also different types of students. Moreover, teachers can use the MI methods to engage children by appealing to their innate curiosity and boost involvement by appealing to their excitement (Kumalasari et.al.: 2017).

F. English Learning Materials

1. Definition of Material

English learning materials have important roles in enhancing students' language skills. The definition of which is given by Tomlinson (2012) who states that

materials for language learning are any media or stuffs which are able to facilitate the learning process. They can be in forms of cards, games, videos, textbooks, and even websites. In this case, Tomlinson (2012) also states that the materials must be; (1) informative. It means that the materials are able to inform the students about any information in target language. (2) Instructional. The materials must provide clear guidance for the students. So, they can participate in the learning process without any problems. (3) Experiential. In this sense, the materials must contain the examples of how the language is used for communication. Then, the students possibly have a good understanding how the language is applied in their daily life. (4) Eliciting. It means that the materials should be able to encourage the students to use the language. It must persuade the students that the language they learn is applicable in their life. And (5) Exploratory. The materials have to be able to assist the students to make discoveries about the target language.

2. Material Development

Materials Development is a series of processes undertaken to produce better materials used in books. The development process must be carried out in depth and structured so that the material produced is also in accordance with the desired needs. In this respect, Tomlinson (2012) defines that it includes several processes such as designing, producing, evaluating, implementing, exploiting, and research. Afterwards, it must be according to the basic needs of the users. So, the use of which will lead to achieve their purposes. Therefore, the findings of students' needs analysis become the basic data in determining the design of the material and it must be adjusted to the

curriculum (Susanti and Trisusana: 2018). This process cannot ignore students' needs. The students' needs become the core in determining the materials used by the students.

Therefore, the needs analysis process must be carried out in a precise and in detail. So, the data obtained reflects the needs of the students. It is the key to obtain material which possibly makes the learning process more effective. Materials that are tailored to the needs of students and are easy to understand will have a positive impact on both students and teachers. So, the learning process is not complicated. Besides, effective materials will make the students more comfortable and confident since the content and the activities are perceived by them as significant needs that they want to gain (Pardo and Tellez: 2009). On the other hand, the material development is not only useful for the students, but also the teachers. Teachers as the facilitator in a classroom are also the users of the materials. They use it to guide the students to fulfil their target situation. They need to understand it comprehensively since they will transform the knowledge to the students. Eventually, the materials development directly contributes to teachers' professional growth. It will better their teaching skills and creativity. Moreover, it will rise their awareness as the agents who aid students in the learning process (Pardo and Tellez: 2009).

3. Principles in Designing Materials

In designing the material, it is necessary to pay attention to the principles that must be considered. Tomlinson (2011) identified several principles that should be considered in designing materials.

1. Materials should achieve impact.

2. Materials should help students to feel at ease.

3. Materials should help students to develop confidence.

4. Materials should be relevant and useful.

5. Materials should require and facilitate students self-investment.

6. Materials should expose the students to language in authentic use.

7. Materials should provide the students with opportunities to use the target language to achieve communicative purposes.

8. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right- and left-brain activities.

9. Materials should not rely too much on controlled practice.

10. Materials should provide opportunities for outcome feedback.

4. Module in ELT Materials

1. Definition of Module in ELT Materials

A module is a packet of teaching materials. It consists of objectives, definitions, students' activities, concepts of learning English, and evaluation. Mostly, it contains several units of lessons in which each unit has its own topic and discussion. Therefore, an English module would include some components as follows:

1. Vocabulary lists, grammatical items, sentence constructions, situational text materials and lessons.

2. Audio files of word-spell, pronunciation practices, intonation patterns, speeches, songs, news recording, conversations, etc.

3. Visual aids such as pictures, tables, objects, flash-cards, graphics, etc.

4. Audio-visual materials.

These components function to develop students' four skills in target language, namely listening, reading, writing, and speaking.

2. Content of a Module

a. The objectives are written in behavioral terms, specific, and embody the accomplishment of microscopic bits of changed behavior (which, by the way, is the definition of the learning module theory is based on).

b. The sequence of learning activities is designed to:

   1. Provide instant feedback to the learners to their achievements.
   2. Proceed from lower to higher cognitive levels.
   3. Contain materials with intrinsic interest for the learner.
   4. Provide optional and recyclable paths to achieve the objectives.
   5. Be self-continuative to the conclusion of the module.
   6. Equip the learner to achieve the stated behavioral objectives.

c. The evaluation procedure focuses on the stated behavioral objectives. It enables the teachers to determine whether the learner has achieved the objectives.

3. Steps of Developing a Module

4. The Use of a Module

Individualizing a learning process is made easier using modules. Thus, these are the use of a module:

a. delivering mediated activities to one or more students at the same time.

b. allowing students to learn at their own rate when it comes to learning.

c. giving the student and the instructor quick feedback.

G. Unit Design Development

a. Task Continuity

According to Nunan (2004), continuity is the interdependence of task. It means that the determination of the tasks contained in a module must start from the easiest task to the most difficult one. So, students' understanding of the material is more organized. The application of task continuity makes the students easier to undergo the teaching and learning process.

b. Task Development

a. Definition of Task

Task in ELT is an activity carried out in understanding the language. In particular, Nunan (2004) states that it is classroom activity which allows the students to comprehend the lesson, produce, and interact in the target language. Task is a crucial activity in teaching and learning process. It becomes the main activity which can reflect students' comprehension.

b. Task Components

There are some components that must be considered in developing the task. Shavelson and Stern (1981) proposed six components of task, those are:

1. Content : the subject matter in the learning process.
2. Materials : the things observed by the students.

3. Activities : the action done by the students during a lesson to reflect students' comprehension.
4. Goals : the general aims for the task.
5. Students : the ability, needs, and interests.
6. Social Community: the class as a whole.

c. Task Types

In this case, Nunan (2004) defines two types of tasks, namely real-world task and pedagogy task. The real-world task refers to the use of language beyond the classroom. So, the domain of this task is outside the class. Meanwhile, the domain of pedagogical task is in the classroom. So, it is any activities related to the application of the language during the lesson.

H. Previous Research

In making this research, the researcher took several references from related research to improve and support the ideas in this research. There are some related researches to this research.

1. Setyowati and Sugirin (2019) with the tittle *Developing Reading Materials Based on the Student's Multiple Intelligence Types for Junior High School*. The research was categorized as R&D since it aimed to develop reading materials based on multiple intelligences. The R&D model used is the one proposed by Borg and Gall. In this study, the researchers focused on making materials that could improve students' reading skills. The developed reading materials were designed using Multiple Intelligence. This is based on the characteristics of the

different students. The results of this study indicate that reading materials designed using Multiple Intelligence can improve students' reading skills. The average score for the appropriateness was 3.54. It means that students' performance was very good.

2. Mudiono et. al,. (2017) with the tittle *Developing Multiple Intelligences-Based Thematic Comic Module*. The research used research and development approach Dick Carey and Carey model. consists of three sub-themes, they are: (1) family environment, (2) school environment, (3) society environment. The component consists of: opening (title, foreword, user guidelines, module part, character introduction, and content list), main part (concept map, news, and expectation box), and learning (material exploration, let's practice, assignment, conclusion, independent test, module final test) and the final part (mini vocabulary, assessment guide, bibliography).
3. Acesta, Sumantri, and Fahrurrozi (2020) with the tittle *Developing Multiple Intelligence-Based Natural Science Learning Module to Improve Elementary School Students' Higher Order Thinking Skills*. The study at to develop a valid and effective natural science learning module based on multiple intelligences to improve high-level thinking skills of elementary school students. The type of research used was development research (R & D) which refers to the ADDIE, Dick and Carry models. The development of science teaching materials developed by the ADDIE Model researcher has 5 stages, namely the analysis, design, development, implementation, and evaluation stages. This HOTS-based

science module development contains Competency Standards, Basic Competencies, and Indicators according to the theme of science learning. Each learning activity contains HOTS aspects such as analyzing, evaluating, and creating.

4. Arnez and Ishartiwi (2021) with the tittle *The Development of Multiple Intelligences Theory (MIT) Based Fluent Reading Module for Slow Learners at Grade IV Inclusive Elementary School.* This study discusses how effective learning reading skill is using MIT-based module. The research developed a module using the ADDIE model. Then, the focus of the skills taught is reading. The result of this study indicates that the module developed is feasible to be used as a student learning media. Moreover, learning using modules can increase the effectiveness of learning reading skill so that students' reading skills can increase significantly.
5. Noorhapizah, et. al, (2021) with the tittle *Learning Material Development Based on Wetland Environment to Improve Student's Industrial Revolution 4.0 Skills and Multiple Intelligence.* This is a research and development research using Borg and Gall design. The purpose of this research is to produce an innovative textbook that can improve students' higher order thinking skills and multiple intelligences. The main components of the product that are highlighted are learning materials, media, design, skills development, and multiple intelligence development. The result of this study indicates that the use of the product can improve students' abilities during the learning process. In addition,

the learning process carried out by teachers and students becomes more effective.

In conclusion, the needs of developing teaching resources such as module has become a need since the module can facilitate the students to be an autonomous learner as well as to explore their intelligence in completing the task. The previous studies have shown that the development of module can improve students' learning achievement. This study focuses on developing module for university students.