

<https://jurnal.unigal.ac.id/index.php/jeep>

P-ISSN: 2460-4046 E-ISSN: 2830-0327

Journal of English Education Program (JEEP), Vol. 10 No. 1, January 2023

THE USE OF MULTIPLE INTELLIGENCE APPROACH IN TEACHING ENGLISH FOR HOMESCHOOLING STUDENTS THROUGH MEANINGFUL ACTIVITIES: A CASE STUDY AT A HOMESCHOOLING IN BANJAR

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APA Citation: R. Rika (2022). The use of multiple intelligence approach in teaching English for homeschooling students through meaningful activities: A case study at a homeschooling in Banjar. *Journal of English Education Program (JEEP)*, 10(1), 11-24. doi: [http://dx.doi.org/10.25157/\(jeep\).v10i1.9680](http://dx.doi.org/10.25157/(jeep).v10i1.9680)

Received: 15-6-2022

Accepted: 1-7-2022

Published: 31-1-2023

Abstract: This study reported the implementation and perceptions of EFL homeschooling students in activating the Multiple Intelligences strategy through meaningful activities. This study employed qualitative case study at one of the Homeschoolings in Banjar. The data collection included observation and interview. The sampling was selected purposively. They were two homeschooling students in Banjar. The results of this study showed that multiple intelligences approach through meaningful activities resulted in a positive and good response. Students had different bits of intelligence and they could build their multiple intelligences through meaningful activities. The researcher recommends future researchers, who intend the research about the effect of multiple intelligence approaches and the use of meaningful activities to optimize student intelligence, invite more participants such as students in formal schools that always have more students.

Keywords: *Multiple intelligence; meaningful activities; homeschooling.*

INTRODUCTION

The ability of the English language at this time is not just an option but an obligation because English is a global language (Crystal, 2000). This statement represents the meaning that English is used by various countries to communicate with nations around the world. Learning and understanding English is an unavoidable necessity. Therefore, by learning English, a person will open up his horizons and knowledge internationally. In studying international communication, , students' language development requires providing opportunities to use language (Halliday, 1985). The function of educators is to make it easier for students to learn, to provide a conducive atmosphere, and to create meaningful learning. In the curriculum, it is also stated that in implementing the learning process, educators should apply the principle of active learning, namely learning that involves students physically, and mentally (thoughts and feelings) and socially and according to their level of development systematically. Therefore, learning that is oriented towards student participation needs and can be developed in line with efforts to enhance the quality of

national education. This is strongly influenced by the teaching style so that of educators should consider students to participate fully in real activities of using language with social practice (Hyme, 1971). This means that the suitability of the way of teaching and the learning atmosphere provided by the teacher is very important in the success of learning.

The main learning process of student activities that are carried out together in situations of real experience, both experiences in tasks carried out in everyday life and from tasks in the environment. Events that stand out as the cause of failure in learning are the lack of student participation, lack of involvement, and lack of initiative and contribution intellectually and emotionally (Abimanyu, 2008). The low participation of students is the responsibility of the teacher. Teachers are sometimes aware of or not applying authoritarian nature, avoiding questions from students, conveying knowledge in one direction, and considering students as recipients, note-takers, and reminders (Freire, 2008).

An approach to learning English that is suitable to take into account the needs of students is that all students can learn in a fun way. However, it proves that there are no human beings who are not intelligent (Gardner, 1993). This paradigm opposes the intelligent-unintelligent dichotomy theory. Gardner also opposes the idea of being "smart" in terms of IQ. The application of Multiple Intelligences is part of educational theory and acts as a learning strategy (Amstrong, 2002). The multiple intelligences learning approach is very important because the teaching and learning method with the multiple intelligences approach will increase the entire potential of students' intelligence in a fun way according to their intelligence; thus, their intelligence will develop optimally. In addition to the method applied, an important factor for increasing student intelligence is the learning environment (Chatib, 2015). There are two factors in the development of the human brain that make some people smarter than others. Due to the fact that these factors are heredity and environment, it is difficult to change a child's genetic inheritance but there is much that can be done to optimize it through environmental factors. As important as meaningful learning, this will enable students to make connections that will enable learning to be a comprehensive and lasting one throughout their lives (Ausubel, 1963).

Some studies on this issue were undertaken as part of this research. First, a study was aimed to find out the effect of multiple intelligence assessments on elementary school students in Mexico (Heliyon, 2020). Second study aims to develop teaching materials based on multiple intelligences to enhance multiple intelligences and higher-order thinking skills (Sholiah et. al, 2020). The third study was to examine the effect of applying multiple intelligence-based learning to increase student achievement and attitudes (Gurcay, 2017). The fourth study was conducted to increase the potential of students with physical and mental disabilities by using the Multiple Intelligence teaching approaches (Ghaznavi et. al, 2021). The fifth study was conducted to prove the effectiveness of Multi-Intelligence-based worksheets to improve students' creative thinking skills (Luthfiana et. al, 2019). The sixth study was conducted to improve literacy skills using the Multiple Intelligence method in problem-based learning (Widjajanti et. al, 2019). The study focuses on multiple intelligence which is conducted in the context of homeschooling is still sparse. Therefore, the present study tries to fill this gap by carrying out the implementation and perceptions of EFL homeschooling students in activating the Multiple Intelligences strategy through meaningful activities.

METHOD

This research used the qualitative method research which has several characteristics (Creswell, 2014): 1) the research reveals a phenomenon or more phenomena in a bounded system; 2) the study needs an in-depth description after analyzing data; 3) the study focuses on its deeper meaning; 4) the study employed an extensive and elaborated multiple sources of data, such as observations, interviews, and documents. Therefore, this study is sufficiently intriguing to investigate the effect of using multiple intelligence approaches on homeschooling students through meaningful activities in learning English by using case studies.

The researcher is one of the teachers at homeschooling Banjar. Purposive sampling was chosen in selecting samples. Creswell (2014) defines purposive sampling as non-probability sampling where the main consideration is the researcher's assessment of which sample can provide the best information to achieve the research objectives. Based on this statement, the researcher chose two Banjar homeschooling students, consisting of one thirteen-year-old student (junior high school student) and one nine-year-old student (primary school). This provided the researcher a more in-depth information about students of different ages and educational levels because the standard used in using participants and sites are whether they are information-rich or not (Creswell, 2014).

The researcher conducted the research at Homeschooling in Banjar because the place is not determined by standard learning methods so teachers can freely explore how to teach to improve the intelligence of the students which are very reliable with the topic. Site is the important thing to decide for the researcher before doing the research. This research was conducted at one of the Homeschooling Banjar in the 2021/2022 academic year. There are several reasons why the researcher chose this place as the research location. First, the ease of accessing and obtaining information related to research interests. Second, the suitability of this research location to be used as a place of research with this research topic. In addition, the familiarity of the institutional situation allows the researchers conducted research in this institution.

RESULTS AND DISCUSSION

The research focused on EFL homeschooling students' perceptions of activating Multiple Intelligences strategies through meaningful activities and determining the effectiveness of meaningful activities on the dominant Multiple Intelligences of EFL Homeschooling students.

The Efficient of Meaningful Activities Affected Multiple Intelligence for EFL Homeschooling Students

In gathering the data about what dominant Multiple Intelligence of homeschooling EFL students is efficient as affected by meaningful activities, the researcher conducted observations with the type of participant observation to homeschooling EFL students. Below is an explanation of the use Multiple Intelligence approach through meaningful activities for EFL homeschooling students. The findings data are as follows:

Linguistic Intelligence

Linguistic Intelligence is defined as the ability to use and manage words inefficiently. This intelligence can be seen through meaningful activities that have been carried out in research observations as given in Table 1:

Table 1
Evidence of emerging linguistic intelligence in EFL homeschooling students

Meaningful Activities	Description	Sample
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Market Day (3 rd , March 2022)	The ability to communicate prices and use language correctly.	“... Excuse me, I want to buy a handphone. Wow, I like this color. How much did it cost?...” “...It is two million two hundred ninety-nine thousand rupiahs...”
It Is My Hobby (10 th , March 2022)	The ability to communicate their hobby using procedure text.	“...my hobby is cooking and now I want to show you how to make rainbow jelly...”
Around the World (14 th , April 2022)	The ability to express words from a place effectively and precisely.	“... Please show me west of China..” “..Iran in the west side of Turki...” “... west of philippine is Vietnam...”
Asking and Giving Direction (21 st , May 2022)	The ability to communicate about asking and giving directions well.	“... excuse me, may I ask for help? Where can we find a bus station near here?...” “.. .go a straight, and then turn left...”
Asking and Giving Suggestions (31 st , May 2022)	The ability to communicate suggestion	“... I recommended you to make salt water...”
I Love Animals and Save the World (23 rd , April 2022)	The students are proficient in telling stories about their love for animals and nature.	“... I love seeing nature so I like to play in my garden. My garden is a very beautiful view with flowers and trees...” “... I love my turtle I also often bath my turtle using a toothbrush to keep it clean...”

After carrying out meaningful activities, the researcher found that several activities gave rise to intelligence in the application of multiple intelligence, one of which was linguistic intelligence. This linguistic intelligence can be provoked when they are communicating in activities. This finding has succeeded in proving that meaningful activities are effective in generating multiple intelligences in homeschooling students, one of which is linguistic intelligence.

Logical-mathematical intelligence

Logical-mathematical intelligence is defined as the ability to manage numbers, calculations, patterns logical, and scientific thinking. Logical-mathematical intelligence includes numeracy skills, logical thinking, and problem-solving skills. This intelligence can be seen through meaningful activities that have been carried out in research observations as can be seen in Table 2:

Table 2
Evidence of logical-mathematical intelligence emerging in EFL homeschooling students

Meaningful Activities	Description	Sample
Market Day (3 rd , March 2022)	The ability to understand the pattern of the number of prices, and practice the math of addition in calculating the total price.	“... This one is ten thousand rupiah, this one is ten thousand rupiah, this one is ten thousand rupiah, this one is twenty thousand rupiah.. so all of the prices is sixty thousand rupiahs...”
Around the World (14 th , April 2022)	The ability to recognize and observe objects in the form of a globe and understand the function of these objects is good at solving problems that require logical thinking.	“... horizontal yg garisnya tidur, sedangkan vertikal yang garisnya berdiri...” “... Ini horizontal ini ini ini.. Ini vertikal ini, ini...” “...horizontal dan vertikal di globe nyambung ke a.m or p.m...”
Asking and Giving Suggestions (31 st , May 2022)	Problem-solving skills that require logical thinking.	“... do you have recommendation of medicine? ...” “...I recommend you to take panadol...”

This mathematical logic intelligence can be seen in the way students think logically, solve problems and deal with numbers. It can be seen that there are several activities. Students actively solve a problem which means they have logical intelligence and students can parse numbers which means they have good mathematical intelligence. So, the findings in this study prove that meaningful activities succeed in generating logical-mathematical intelligence.

Visual (spatial) Intelligence

Visual (spatial) intelligence is defined as the ability to comprehend the visual world precisely. Visual-spatial intelligence is related to objects and spaces encountered in life. This intelligence can be seen through meaningful activities that have been carried out in research observations as in Table 3:

Table 3
Evidence of visual (spatial) intelligence emerging in EFL homeschooling students

Meaningful Activities	Description	Sample
Around the world (14 th , April 2022)	Students' ability to visually capture the world on a globe.	“... Mesir is West side of Saudi Arabia.” “... west of philippine is Vietnam...”
Asking and giving direction (21 st , May 2022)	Students' ability to interpret the world of visual space accurately, such as expressing directions, means that they have succeeded in describing that direction in the brain.	“... go straight, then turn left, go straight again, and the traditional market beside the bus station...” “... First, go straight and then turn left and go straight again, and finally, the traditional market is beside the bus station...”

I Love Nature (31 st , March 2022)	Students' ability to accurately capture the world of visual space by creating works of art.	“... I made a garden full of leaves...” “...I made flowers with color gradations...”
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After carrying out meaningful activities, the researcher found that several activities increased visual-spatial intelligence in the application of multiple intelligences. This visual-spatial intelligence is seen when they visually capture the world on a globe, capturing the world of visual space accurately. This finding proves that meaningful activities are effective in generating multiple intelligences in homeschooling students, one of which is visual-spatial intelligence.

Musical Intelligence

Musical intelligence is defined as the ability to build, express, and feel musical forms and sounds. This intelligence can be seen through meaningful activities that have been carried out in research observations that is described in Table 4:

Table 4
Evidence of musical intelligence emerging in EFL homeschooling students

Meaningful Activities	Description	Sample
Around the world (14 th , April 2022)	Students learn wind direction through music. Students can express and harmonize the material with music.	“... North, south, east, and west. Which direction do you like the best...”
Parts of body and movements (21 st , April 2022)	Students learn body and movement through music. Students can express and harmonize the material with music.	“... if you are happy and you know it claps your hand! Happy and you know it, clap your hands. If you're happy and you know it, clap your hands...” “... head, shoulder, knees and toes knees and toes head shoulder knees and toes knees and toes...”

Musical intelligence can be seen in the way students understand the material well through music. After singing the material through music, the researcher also tested their understanding; as a result, they understood the material conveyed by the music. So, the findings in this study prove that meaningful activities succeed in generating musical intelligence.

Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence is defined as the ability to explore one's body or gestures to express ideas or feelings. This intelligence can be seen through meaningful activities that have been carried out in research observations, including :

Table 5
Evidence of bodily-kinesthetic intelligence emerging in EFL homeschooling students

Meaningful Activities	Description	Sample
Market Day (3 rd , March 2022)	Moving to model real sellers and buyers in real life	Students practice market day activities by buying and selling phones.

It is my hobby (10 th , March 2022)	Practicing hobbies actively	Students practice cooking activities that are included in the procedure text material according to their hobbies.
Around the world (14 th , April 2022)	Student's ability to use gestures to express material around the world	Students recognize the globe and practice directions.
Movement and Part of Body (21 st , April 2022)	Students can experience real learning that uses physics related to parts of the body and movements	Students practice parts of the body and movements
Asking and giving direction (21 st , May 2022)	The ability of students to use body movements in directing directions	Students practice how to ask and tell about directions.
Asking and giving suggestions (31 st , May 2022)	The ability to use gestures when expressing problems experienced	Students practice the complaints they feel, then other students give suggestions.
I Love Animals and Save the World (23 rd , April 2022)	The ability to learn to use the physical that is practicing caring for animals and nature	Students practice their form of action to protect the world and love animals
I Love Nature (31 st , March 2022)	Students like to learn to use bodies such as making art creations	Students make art about nature

After carrying out meaningful activities, the researcher found that all activities increase bodily-kinesthetic intelligence. It means that meaningful activities would always be related to kinesthetic intelligence because meaningful activities are activities that are directly practiced. The findings show that students also felt happy with activities that were accompanied by body movements. This finding proves that meaningful activities are effective in generating multiple intelligences in homeschooling students, one of which is kinesthetic intelligence.

Intrapersonal Intelligence

Intrapersonal intelligence is defined as the ability to refer to self-knowledge and the ability to make an adaptation based on that self-knowledge. This intelligence can be seen through meaningful activities that have been carried out in research observations, including :

Table 6

Evidence of intrapersonal intelligence emerging in EFL homeschooling students		
Meaningful Activities	Description	Sample
It is my hobby (10 th , March 2022)	Students can understand themselves, recognize their hobbies, and develop their hobbies	"...my hobby is cooking and I want to make a rainbow jelly..." "...I want to make sweet hot tea because I like it."
Asking and giving suggestions (31 st , May 2022)	Self-awareness about the problems that are happening to oneself.	"... I have flu, do you have any recommendations for medicine?..." "...I have toothache..."

The findings using meaningful activities in the multiple intelligence approach show intrapersonal intelligence in homeschooling EFL students. They can understand themselves such as feeling sick and then asking for drug recommendations such as in asking and giving suggestions activities. In *It's my hobby* students could identify themselves through a hobby or things they like. Learning would feel more enjoyable if intrapersonal intelligence could appear. The reason is that they have their awareness within themselves.

Interpersonal Intelligence

Interpersonal intelligence is the ability to assess and comprehend the needs of others and act according to the way they interact with someone. This intelligence can be seen through meaningful activities that have been carried out in research observations as described in Table 7:

Table 7

Evidence of interpersonal intelligence emerging in EFL homeschooling students		
Meaningful Activities	Description	Sample
Market Day (3 rd , March 2022)	Social skills help each other and mutually benefit in buying and selling activities	"...Can I help you?..." "... It is the real phone..." "... Another color? Okay, wait a minute..." "... It is the money...." "... Please choose the case..."
Asking and giving direction (21 st , May 2022)	The ability to communicate socially or help others by asking and giving directions.	"... Excuse, may I ask for help?..." "...Sure..." "...Where is the traditional market near here?..." "...Go straight, then turn left, go straight again, and the traditional market beside the bus station..."
Asking and giving suggestions (31 st , May 2022)	The ability to communicate socially or help others by asking and giving suggestions	"...I have the flu, do you have any recommendations for medicine?..." "...I recommended you to take panadol..." "...I recommended you to make salt water..."

The finding using meaningful activities in the multiple intelligences approach shows interpersonal intelligence in EFL homeschooling students in that they can socialize, understand other people's needs, and interact well. This intelligence is one of the most important intelligence in society. This finding proves that meaningful activities are effective in generating multiple intelligences in homeschooling students, one of which is interpersonal intelligence.

Naturalist Intelligence

Naturalist intelligence is the ability to understand flora and fauna well, being able to make other consequential differences in nature, the ability to understand and enjoy nature and use this ability actively. This intelligence can be seen through meaningful activities that have been carried out in research observations as illustrated in Table 8:

Table 8

Evidence of naturalist intelligence emerging in EFL homeschooling students

Meaningful Activities	Description	Sample
I love animals and save the world (23 rd , April 2022)	The ability to love and take care of flora and fauna.	“... I love turtles. I also often bath my turtle using a toothbrush to keep it clean like this...” “.. I love seeing nature so I like to play in my garden because my garden has a very beautiful view of flowers and trees. I always water my garden...”
I love nature (31 st , March 2022)	The ability of students to care about natural objects for example plant garbage and make a masterpiece from nature	“.. I made a garden full of leaves...” “...I made flowers with color gradations...”

This finding proves that students show their naturalist intelligence in some of the above meaningful activities. This intelligence is an intelligence that is often underestimated even though its role is quite important in living life in real nature as long as we live we must learn to take care of nature and love other creatures such as plants and animals. so this activity is carried out which the aim to increase awareness to love nature and other living things such as animals and plants. The results of this discovery succeeded in capturing that homeschooling students did have high naturalist intelligence.

Existential Intelligence

Existential intelligence is the ability to make sense of life , to interpret deep experiences and the ability to feel, dream, and think about big things. It is usually characterized by critical thinking skills / higher order thinking skills. This intelligence can be seen through meaningful activities that have been carried out in research observations, including :

Table 9

Evidence of existential intelligence emerging in EFL homeschooling students

Meaningful Activities	Description	Sample
It is my hobby (10 th , March 2022)	Students’ ability to delve deeper into the making of something	“...how to make..”
Asking and giving suggestions (31 st , May 2022)	Students' ability to answer the problems that occur	“.. I recommended you to...”

Existential intelligence is higher-order thinking intelligence and requires critical thinking. This finding proves that EFL homeschooling students show existential intelligence. They examine more deeply how to make something, as in a meaningful activity that 1) discusses procedure text and they are given a problem; and 2) think about how to solve it and the solution as in the given suggestion activity. So, the results of this discovery prove that meaningful activities give rise to existential intelligence.

EFL homeschooling students' perspective on learning English through meaningful activities of the Multiple Intelligence approach.

The research question that the writer designed is ‘‘What are homeschooling EFL students’ perceptions on learning English through Meaningful activities of Multiple Intelligence approach?’’. The results of the data analysis were formulated to investigate the students’ perspective on learning English through Meaningful activities of the Multiple Intelligence approach. The interview was used by the researcher to collect data and answer research questions about what homeschooling EFL students’ perceptions of learning English through Meaningful activities of the Multiple Intelligence approach is. The interview was conducted by the researcher to get more data-related questions. The interview was carried out after the observation was finished. Two EFL homeschooling students answer the questions; the answer will be elaborated in the following discussion:

Homeschooling students experience using meaningful activities

This question aims to find out the students' experiences while learning English using a multiple intelligence approach through meaningful activities. The data disclosed by students in this question will greatly affect the usefulness of subsequent student activities.

The question interview: ‘‘How was your experience learning English using meaningful activities?’’

Student A : ‘‘ happy, seru karena berkegiatan langsung.’’ (*happy and it's fun because it's live activities*) [00:01:55]

Student B : ‘‘ enjoy, bisa ngapa-ngapain secara langsung.’’ (*enjoy, can do anything directly*) [00:06:57]

(Excerpt from interview 19th, June 2022.)

Based on the student’s answers above, they told that they enjoyed the learning process and felt happy because learning is directly practiced so that they can better understand learning through meaningful activities. This can be proven at the time of observation they are very enthusiastic about participating in all activities.

Intelligence optimization through multiple intelligence approach

This question aims to see the dominant intelligence possessed by each student and the learning process using a multiple intelligence approach that can affect the optimization of the intelligence possessed.

The question interview: ‘‘What are your favorite activities and why do you like that activities?’’

Student A: ‘‘The first is asking and giving direction because it is easy to understand and immediately put into practice. I love nature because I like to make art. The third is the market day which sells cellphones because I like doing business. The fourth is asking and giving suggestion. The fifth is around the world and then movement and parts of the body. I love animals and save the world. ...The last one is my hobby.’’ [00:02:21]

Student B: ‘‘First is around the world because I really like geography, and then I love nature then market day because I know the practice and market day is in line with my dream of being an entrepreneur. Next is ‘‘it's my hobby’’ because it's fun to cook, asking and giving direction, asking and giving suggestion, after that movement and parts of the body.’’ [00:07:09]

(Excerpt from interview 19th, June 2022.)

Based on the student's answers above, students reveal and order the activities they like the most. This aims to reveal the dominant intelligence they have; so it can be concluded that they have different dominant bits of intelligence. This multiple intelligence approach aims to activate all the intelligence possessed and optimize the intelligence that is indeed dominant in the student ; so that it is useful for recognizing the intelligence and strengths of each student. This can be proven by observations made by researchers. Students stand out and excel in different fields but they can still go through activities well. This means that they have all intelligence and have dominant intelligence as well. This is called the multiple intelligence approach to develop all intelligence and optimize its dominant intelligence.

The Benefits of the Multiple Intelligence Approach in Learning English Through Meaningful Activities

This question aims to reveal the application of the knowledge gained through the multiple intelligence approach and the use of knowledge in real life through meaningful activities that have been carried out. After the research output, students can develop their intelligence and practice in real life; so that they can be useful for themselves and those around them.

The question interview: “ *In your opinion, what are the benefits of our activities?*”

Student A: “ *From market day activities I know how to sell so I can sell when abroad later. From asking and giving direction, I can give directions and I can ask too. Asking and giving suggestions can ask for advice or give advice. It continues, to know the movement and parts of the body, and love nature activities directly in the yard, refreshing. For those who love animals and save the world, it can be like practicing taking care of animals so that they can protect nature. Then, in “ it's my hobby” I can develop my hobby.*” [00:03:34]

Student B: “ *On market day, I can sell or buy in English. My hobby is learning to cook, I know the ingredients in English. I love animals and save the world, so I can take care of animals and plants. I love nature, so I can reduce waste. Yesterday's garbage turned into flower crafts. Regarding “Keep moving and body parts” enables you to know body parts and movements. Asking for and giving directions enables you to know the direction from right to left. Then go around the world enables you to know the cardinal points of the countries. Keep asking and giving advice enables you to advise in English.*” [00:09:30]

(Excerpt from interview 19th, June 2022.)

Students A and B can take advantage of the knowledge uniquely gained in their respective ways according to their intelligence. Overall, observations and interview data show that homeschooling students actively participate in learning English using a multiple intelligence approach through meaningful activities. The knowledge gained can be used directly in daily activities because the teaching materials and teaching methods carried out in the research have been adapted to realistic daily activities by meaningful activities related to optimizing multiple intelligences in students.

CONCLUSION

This study discusses the topic about the use of multiple intelligence approaches in teaching English to homeschooling students through meaningful activities. This study is also designed to answer the research questions on explanation of 1) the perception of EFL homeschooling students

about learning English through meaningful activities from the Multiple Intelligence; and 2) Multiple Intelligences approach which is dominant in EFL Homeschooling students that proved effective with meaningful activities. To answer the research question, the author designed this research with the case study method so that the author obtains detailed data based on their case experience.

To answer the first research question regarding homeschooling EFL students' perceptions of learning English through Meaningful activities of the Multiple Intelligence approach, it can be concluded that the students enjoyed the learning process and felt happy because learning is directly practiced so that they can better understand learning through meaningful activities. Uncovering the application of knowledge gained through the multiple intelligence approach and the use of knowledge in real life through meaningful activities have also been carried out. After the results of the research, students can develop their intelligence and practice it in real life so that it can be useful for themselves and those around them.

Researchers reveal the answers to the second research question of what dominant Multiple Intelligence of Homeschooling EFL students will be evident as affected by meaningful activities. Meaningful activities are very effective to increase multiple intelligence in EFL students at homeschooling Banjar. This is evidenced by students who show their respective intelligence when learning to use meaningful activities to optimize their intelligence of each student. They have dominant intelligence that is varied and unique. This means that the students have studied different dominant bits of intelligence. So, meaningful activities provoked them to show and optimize their intelligence. There are no students who are not intelligent, all of them are intelligent in their way in this meaningful activity, it is proven that students have multiple intelligences. Based on the qualitative data obtained from participants, it can be concluded that the implementation of a multiple intelligence approach through meaningful activities received a positive response and was effective.

ACKNOWLEDGEMENT

This paper is submitted to the English Education Program of the Faculty of Teacher Training and Educational Sciences of Galuh University in Partial Fulfillment of the Requirements for *Sarjana Pendidikan* degree. This paper has been accomplished on account of the contribution of many people. The writer is greatly indebted to the writer's first and second advisors who kindly and patiently had given their invaluable guidance, suggestion, advice, and help in accomplishing this paper. She is also greatly indebted to the head and the lecturer of the English Education Program for their support and guidance in finishing his study and writing the paper. She is also greatly indebted to his beloved mother and father, for their prayer, motivation, greatest love, and attention to encourage her to study at Galuh University and finish this paper.

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