



Premise: Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj.v%vi%i.4823

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## INTEGRATING MULTIPLE INTELLIGENCE THEORY IN ENGLISH LANGUAGE TEACHING

By

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(Received;29-1-2022; Review1:12-05-2022; Review2:28-05-2022 ; Accepted:07-06-2022 ;Published;26-06-2022)

### Abstract:

*Nine types of multiple intelligence theories are proposed by Gardner (1999), which include the following: verbal-linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, and existential. Since all these types of intelligence are on an equal footing, educators can use various strategies to help students develop their full potential. Silent Way, Suggestopedia, CLT, and others. are some methods used to incorporate multiple intelligence into teaching and learning activities. However, the use of multiple intelligence in learning English is still rare. It results in teachers not using the most effective methods for teaching and learning the English language. Following the steps outlined in this paper can help teachers integrate at least some of these nine types of intelligence. This paper provides teachers with new ideas for improving the quality of teaching and learning through multiple intelligence. This paper attempts to answer the following questions: 1) What exactly is multiple intelligence, and how can it be encouraged? 2) In teaching English as a foreign language, what methods are most effective in fostering multiple intelligences? This study is descriptive qualitative work in preparation for a conceptual paper. The method consists of reviewing all related literature to provide sufficient arguments. The discussion focuses on multiple intelligence theory, English language instruction, and incorporating multiple intelligence into teaching-learning activities.*

**Keywords:** Multiple Intelligence Theory (MIT), English Language Teaching, Teaching and Learning Process.

### INTRODUCTION

The theory of multiple intelligence (MI) proposed by Gardner (1983) has piqued academics' interest throughout the last three decades. One reason is that MI theory demonstrates their intelligence in novel ways and is enjoyable. For example, students can study better with music in the background. In addition, teachers can incorporate this intelligence by embedding teachings in songs, speaking rhythmically, and others. In 1999, Gardner promoted nine

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#### How cite this article:

Ahmad, P. (2022). Integrating multiple intelligence theory in English. *Premise: Journal of English Education and Applied Linguistics*, 11(2), 348–361.  
<https://doi.org/10.24127/pj.v%vi%i.4823>

intelligence types: Verbal-Linguistic, Musical, Logical-Mathematical, Visual-Spatial, Bodily-Kinaesthetic, Interpersonal, Intrapersonal, Naturalist, and Existential intelligence. According to Gardner, these intelligence domains are equal. In other words, teachers can promote all intelligence by integrating several activities altogether. Teachers use only one or two intelligence types in their teaching activities. According to Gardner, these intelligence domains are equal. In other words, teachers can promote all intelligence by integrating several activities altogether. Teachers use only one or two intelligence types in their teaching activities. Necessarily, teachers can integrate four or five intelligence types into their teaching because students will have a unique approach to many of the challenges they encounter during their study (Gardner, 1983; Gardner, 2011).

It is in line with those (Kezar 2001) that argued that all learners have different strengths and limitations. Some students struggle to grasp basic concepts and skills, whereas others may find it less demanding and easy. As language teachers, we must be aware of this issue so all students can join the learning process well (Kahn, 2014). The reality is that implementing the theory of multiple intelligences in the classroom is far from simple. Teachers lacked interest in incorporating students' strengths in intelligence domains, individuality in learning requirements and styles, concepts, and other indicators of multiple intelligence into their teaching and learning process (Shearer, 2020). To put it another way, teachers seem hesitant to learn about their students' cognitive abilities while maintaining the standard of the interactive classroom environment.

This paper is expected to give teachers new insights into incorporating different intelligence types into teaching and learning. The following points serve as a guide to the investigation. First, it discusses multiple intelligence theory and its incorporation into teaching and learning. Then, the strategy, tools, evaluation, and proposed model for integration are also discussed. Further, this conceptual paper aims at several goals as contributing intellectual product readers. It also avoids the "publish or perish" syndrome that may happen among scholars (Shehata & Eldakar, 2018). Based on the issues above, the author poses some questions:

1. What is multiple intelligence, and how to promote it?
2. What are the appropriate strategies to promote MI in ELT?

## **METHOD**

### ***Design and subject***

This study employs a survey review on designated books (Tomlinson & Masuhara, 2013) and a library study in specific (Chu, 2015). For that reason, this study also adopts a specific procedure for data collection. The output is theoretical insights from digested related articles and books. The study employs reliable sources in electronic versions such as e-books and articles in pdf, which were downloaded to support the inquiry framed in research questions.

### ***Data collection and data analysis***

Due to the nature of the qualitative study, the researcher plays the main instrument in data collection. A descriptive qualitative work was done to do a literature review for a conceptual paper. Since this study belongs to qualitative data, statistical analysis was not used (Cohen et al., 2017). In dealing with the data, it was compiled from a wide range of journal articles and books based on a specified list of research subjects. They were downloaded, then uploaded to Mendeley Desktop to serve as supplementary material.

After choosing and filing all the necessary papers, I proceeded to do several actions to facilitate the process of analysis (Turmudi, 2020).

1. Read the relevant articles.
2. Cite the supporting arguments and paraphrase them.
3. Concurrently list the sources in the reference list.
4. Review the in-text citation and list the references.
5. Synchronize the research questions, results, and discussion when all the steps are completed (Turmudi, 2020, p. 53).

The complete citation and list of references are arranged by "an automatic offline system by using Mendeley Desktop" (Turmudi, 2020, p. 59).

## **RESULTS AND DISCUSSION**

### ***The theory of multiple intelligence.***

Gardner (1999) identifies nine intelligence types: linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalist, and existential. In his book

Frames of Mind (1983), Gardner described the first seven intelligence types, and in *Intelligence Reframed*, he added the last two (1999). The following are descriptions of each intelligence. These descriptions are based on many different sources (Alilath, A., & Widyantoro, 2019; Christison, 1996; Leasa et al., 2017; Gkonou & Mercer, 2017; Sholiah et al., 2020; Taaseh et al., 2014).

◆ **Verbal-Linguistic intelligence**

The capacity to use words effectively in speech and writing is reflected in verbal-linguistic intelligence. It also entails using the language to convince people and recognizing the habits of a language (grammar use and language appropriateness). Classroom activities such as saying and seeing words, reading books together, and encouraging discourse can help teachers increase their pupils' linguistic intelligence.

◆ **Logical-mathematical Intelligence**

The ability to perceive and comprehend logical or numerical patterns, as well as the management of lengthy chains of reasoning, is what is meant when we talk about logical-mathematical intelligence. Students with this intelligence enjoy conducting experiments, figuring out puzzles, and asking about the cosmos. Teachers can assist students in developing this intelligence by emphasizing activities that require critical thinking, logical puzzles, and the presentation of subject matter in a logical and sequential order.

◆ **Spatial-Visual Intelligence**

Spatial/visual intelligence includes perceiving form, space, color, line, and shape. Drawing, jigsaw puzzles, and reading maps are some of the students' favorite pastimes with this intelligence level. Teachers could encourage students to draw and use their bodies to imagine.

◆ **Bodily-Kinesthetic intelligence**

The ability to solve problems using one's body and communicate one's thoughts, ideas, and emotions through movement and gestures is known as bodily-kinesthetic intelligence. Moving, creating, and touching is a favorite pastime for students with this intelligence. To help students develop this kind of self-awareness in the classroom, teachers can incorporate exercises like acting, role-playing, and physical activity.

◆ **Musical Intelligence**

Understanding musical expression and the ability to create rhythms, pitches, and timbres are considered musical intelligence. Students perform better when they have music playing in the background. Teachers can use this intelligence by incorporating teachings into songs, speaking rhythmically, and tapping time in their lessons. Many resources are available, such as musical instruments and audio equipment (Taaseh et al., 2014).

◆ **Interpersonal intelligence**

Interpersonal intelligence is the capacity to recognize and respond to the moods, temperaments, motives, and expectations of others. Students with this intelligence learn through interacting with one another, and teachers can develop interpersonal intelligence by designing lessons incorporating group activities, workshops, and conversations.

◆ **Intrapersonal intelligence**

Intrapersonal intelligence is the ability to understand yourself, have a working model that includes your wants, fears, and skills, and use this information to make good decisions about your own life (Gardner, 1999). Teachers can give students tasks like writing in a journal or studying independently to help them develop their intrapersonal intelligence.

◆ **Naturalist intelligence**

The ability to recognize, classify, and categorize natural organisms such as plants, animals, and minerals is known as naturalist intelligence (Christison & Kennedy, 1999). Teaching students how to distinguish between living things (plants and animals) and the natural world (cloud formations, rock formations) is an excellent way to help them develop this intelligence.

◆ **Existential intelligence**

Existential intelligence is asking and thinking about existential concerns like life and death, and philosophers and religious leaders would be in charge of this. Students with this intelligence are more likely to need to place things into a bigger context, such as a global viewpoint or historical context. They enquire into the "why?" questions and are so focused on the broad picture that they frequently overlook essential nuances. According to

Giles et al. (2003), this intelligence has not yet been fully embraced by educators in the classroom.

### **MI Theory and English Language Teaching.**

Methods and techniques used in teaching and learning have resulted in a positive shift in education, i.e., assisting EFL students in developing language abilities as learners (Hoer et al., 2010). In the past 20 years, new ways of teaching, like the silent way, suggestopedia, communicative language teaching, and others, have been developed (Larsen, 2000; Ricards & Rogers, 2003).

#### ◆ **Suggestopedia**

Suggestopedia was developed in the 1970s by Georgi Lozanov as a teaching strategy. Suggestopedia, according to Lozanov (2005), is a teaching system that utilizes all of the options teachers have to offer. The primary purpose of Suggestopedia is to teach foreign languages, and it has been claimed that it is three times as fast as more traditional methods of teaching. In addition, it creates a fantastic "learning state" that promotes successful learning (Tanaka, 1987). It enhances musical and intrapersonal intelligence and musical intelligence (Ricards & Rogers, 2003). Suggestopedia includes spatial/visual intelligence because the decor and classroom layout are considered. Visual intelligence is also strengthened when remembering, reading, and listening skills are accomplished.

#### ◆ **Communicative Language Teaching (CLT)**

Many language teachers think Communicative Language Teaching (CLT) is helpful because it focuses on helping students use the language more effectively in real life. Indeed, the CLT method is the best way to teach English as a foreign language, and it is because CLT provides ways for learners to improve their communication skills. It is in line with what Nunan (1999) said: communicative language teaching had significantly changed how English was taught.

Concerning the promotion of multiple intelligences, (Botelho de Lima, 2003) notes that CLT improves students' verbal and linguistic intelligence when all four communication skills are used. Learners use the TL to communicate with one another and find solutions to problems, which helps them develop their emotional intelligence. Problem-solving attracts students with logical/mathematical knowledge and aids other

students in developing their Logical-Mathematical intelligence. CLT can improve all intelligence in general, depending on the materials and strategies teachers use with their students (Ricards & Rogers, 2003).

#### ◆ **Silent Way**

According to (Ricards & Rogers, 2014), several bits of intelligence can be improved through the silent way. Verbal/linguistic skills are practiced, for example, when listening and speaking. It is possible to improve one's intrapersonal intelligence by improving one's self-correction, self-awareness, and inner-criteria skills. With the help of color cards and Cuisenaire rods, students work on their spatial/visual skills while working on their bodily/kinesthetic skills through hands-on activities and pantomime. Inductive learning and problem-solving improve LM intelligence. Cooperation among IR experts improves IR intelligence (Ricards & Rogers, 2014)

According to some researchers, the Silent Way (Ricards & Rogers, 2014) can improve several intelligence types. For example, Verbal/linguistic skills are present when listening, and speaking skills are practiced. Intrapersonal intelligence can be enhanced through self-correction, self-awareness, and inner criteria. Colour cards and Cuisenaire rods are used to practice spatial/visual intelligence, while physical objects and gestures/pantomime improve bodily/kinesthetic intelligence. Logical-Mathematical intelligence is enhanced by problem-solving and inductive learning. Finally, cooperating with others improves Interpersonal intelligence (Ricards & Rogers, 2014).

In addition to the methods and approaches discussed above, the following can be considered to foster improvements in language education: Cooperative language learning, content-based instruction, task-based language teaching, total physical response, and the natural approach. Each of them contributed differently. There is no one set of teaching methods at all times that would work best for all students. Armstrong (2009) provides at least try strategies in teaching dealing with multiple intelligence. The strategies can be seen in the following table:

<b>Area of Intelligence</b>	<b>The strategies</b>
Linguistics Intelligence	Brain Storming
	Storytelling
	Journaling
Logical-Mathematical Intelligence	Calculations and quantifications

	Categorize and classify things.
	Using the Method of Socratic Inquiry
	Scientific methods
Spatial Intelligence	Visualization
	Color cues
	Idea Sketching
	Graphic Symbols
Bodily- kinesthetic Intelligence	Acting
	Roleplaying
	Hands-on Thinking
Musical Intelligence	Singing performance
	Speaking rhythmically
	Playing musical instrument
Interpersonal intelligence	Peer Sharing activities
	Group works.
	Workshop
Intrapersonal Intelligence	Self-Reflection
	Personal Connections
	Silence Moments
Naturalist Intelligence	Go on nature walks.
	Watch nature documentaries
	Visit a park
Existential Intelligence	Pondering the meaning of life.
	Getting involved with special causes.
	Working with charity groups

### **Multiple Intelligence in the Teaching and Learning Process.**

Teachers need to determine the multiple intelligence possessed by their students before attempting to teach a variety of intelligence types in the classroom. According to Armstrong (2009), developing a profile of a person's multiple intelligence is not a simple task. There is no way to determine the type or level of a person's intelligence through testing. However, it demonstrates that no piece of technology can compete with human intelligence. Therefore, you do not need complete intellectual mastery to be a teacher. In the meantime, educators must acquire the skills needed to use intellectual resources they typically avoid utilizing in the classroom. The teachers might investigate the strategies, teaching tools, and assessment forms after they have determined the capabilities and limitations of the students.

#### **◆ The strategies**

The theory of multiple intelligences can be used in various ways in an EFL classroom. Teachers can collaborate; students can give presentations; multiple

intelligences can be used in cooperative learning environments, and education stakeholders and guest speakers can be included in these efforts.

1. Partnering with other teachers.

We may be able to collaborate with a colleague who shares our interest in multiple intelligences. The result is that we can devise novel methods of teaching the same or similar subjects. A physical education instructor can work with us to develop a game where students take on the roles of verbs, nouns, adjectives, and other words. Teams can only make complete sentences in this game instead of lecturing students on grammatical rules. Topic sentences and paragraphs can be used similarly (with topic sentences being designated team captain).

2. Giving students presentation options

For example, teachers can use oral presentations and visual aids to encourage students to demonstrate their knowledge in writing essays. Other options include role-playing, dramas, debates, and others.

3. Multiple Intelligence in Cooperative Learning Environments.

Students' interpersonal intelligence can be improved with the help of their teachers if they participate in cooperative learning groups. Teachers can construct collaborative learning groups for students after determining some of the students' multiple intelligences. These groups can be constructed so that each group has an intriguing distribution of students. Students, for instance, who are exceptionally gifted in interpersonal skills frequently go on to become outstanding theatrical directors. In contrast, students who are exceptionally gifted in visual intelligence enjoy painting colorful sets.

4. Involving Education Stakeholders and Guest Speakers

Teachers can put together a group of other teachers to see how students show what they know in different ways. Invite an expert to make your writing lessons more engaging. For example, if you are teaching the concept of writing, invite the author who is/has written the book to discuss how you are using the concept of writing in your writing. And then motivate students by seeing if they can be applied to the real world.

#### ◆ Assessment

When the theory of multiple intelligence is applied, assessing students becomes more challenging (Educational Broadcasting Corporation, 2004a). For instance, if the written assignment comes with an illustration, the evaluation will always include a review of both the writing and the illustration. It is because both components are equally crucial to the overall quality of the assignment. One student might have strong writing skills but poor illustration skills, while another student might have strong illustration skills but poor writing skills. Imagine, too, that the standards for judging a piece of literary work do not require that it be grammatically correct (e.g., spelling, punctuation, capitalization, etc.). In a situation like this, poor mechanics should not affect the evaluation.

There are numerous approaches to dealing with this type of quandary.

1. Develop assessment procedures that do not prefer one type of intelligence over another. For example, students can be given rubrics before the activity begins, so they know the criteria for weighting the various components of the task.
2. Before students begin their coursework, show them real examples of a complete project. Display examples of the bare minimum and exceptional projects so students can compare their achievements.
3. Allow for flexibility and feedback at all stages of the process. Allow students extra time to work on their projects during class or after school.
4. Involve students in the process.

#### ◆ The tools

Teachers must incorporate multiple intelligence theories into their lessons to effectively teach their students (Lunenburg & Lunenburg, 2014). As a result, the classroom should be filled with activities that challenge students' minds in various ways. For example, teachers can encourage students to collaborate and work independently to develop their interpersonal and intrapersonal intelligence. Assessments should be a part of the learning process, and Gardner claims that all students possess all nine bits of intelligence. Teachers can help students learn more and improve their intellect by encouraging them to use all their senses. "Presentations, simulations, and learning centers" are three different classroom teaching methods to help students develop the whole cognitive spectrum.

◆ **Teaching Activities Based on Multiple Intelligence.**

The following is an example of integrating various intelligence types in the EFL teaching and learning process. This example is extracted from many different sources (Armstrong, 2009; Chew, 2016).

**Subject:** English

**Materials:** Narrative text

**Objective:** Students can identify and write narrative text based on its generic structure.

Activities	Description	MI Theory
<b>Pre-Teaching</b>	The teacher encourages students to participate in the teaching and learning process actively.	<i>Interpersonal Intelligence</i>
	The teacher asked the students to organize the words written on the whiteboard before beginning the lesson. After completing the challenge, the teacher tells the day's learning objective.	<i>Verbal-linguistic intelligence</i>
<b>Whilst-teaching</b>	The teacher introduces the generic structure of the text, e.g., narrative genre, that is, "orientation," "complication," and "resolution."	<i>Verbal-linguistic intelligence</i>
	Students work together in groups to analyze the generic structure of a given text.	<i>Verbal-linguistic intelligence</i>
	Students are expected to create a mind map for each generic structure they learn about in class.	<i>Visual-spatial intelligence</i>
	Sharing their maps with their partners is the next step.	<i>Interpersonal Intelligence</i>
<b>Post-teaching</b>	Students are asked to reflect on their learning and write a cultural story.	<i>Intrapersonal Intelligence</i>
	Students write logically-ordered narratives.	<i>Logical-Mathematical Intelligence</i>

The lesson plan above could promote five of nine intelligence types. Armstrong (2009) says teachers do not need to master and apply all intelligence in the classroom because developing students' multiple intelligence is complex.

### CONCLUSION

This paper reveals that language teachers may have recognized that their students had varied abilities in learning. Therefore, this literature provides a wealth of classroom ideas that language teachers might use while arranging teaching and learning. Since the theory of multiple intelligence has piqued the interest of many educators and public members, many schools try to promote it in their teaching process. Teachers can give activities that will help them develop the MI theory. It is hoped that through fostering such differences, students will finally be able to be brilliant in their ways.

## **BIO-PROFILE**

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