

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the study conducted. It consists of some theories related to Interpersonal Intelligence and Communication Strategies.

2.1 Interpersonal Intelligence

Interpersonal Intelligence is one theory of Howard Gardner's about Multiple Intelligences. It involves the skill an individual, in understanding and dealing with others. This section focuses on Intelligence, definition of Interpersonal Intelligence, Multiple Intelligences Theory and Multiple Intelligences Developmental Assessment Scale (MIDAS).

2.1.1 Intelligence

Intelligence is ability of the individual to perform, think and overcome environment (Wechsler,1958) in (Ibragimova ,2011). Howard Gardner says, Human Intelligence has been defined and measured by many psychological and in different cultural contexts. In other words, the concept of intelligence can be interpreted in different interpretations across different culture (Gardner,1983) in (Ibragimova, 2011).

Ruzgis and Grigorenko (1994) in Sternberg (1999) in Ibragimova (2011) explained that in Africa, intelligence was reflected by strong and reliable their social live. It can say that the role of the family is important to crucial a person's intelligence. This opinion different from Western view, that intelligence involved

speed of mental processing and high IQ score result. Sternberg rejected this opinion he says that intelligence consists of the nation of knowledge, mental processes, the rule of context and culture. Sternberg also claims that one of the findings of the 20th century related to the concept of intelligence was the development of test intelligence (Sternberg, 1999) in Ibragimova (2011).

The test aimed to measure children's mental and academic abilities to predict their success or failure in school. From the result test, Sternberg explain that intelligence the student can divide in to two groups as successful (because they have enough intelligence) and unsuccessful (because they lack intelligence) in school. Meanwhile, Gardner argues that a person's intelligence was determined by how they use their abilities to solve problems around them. This theory was known as theory of Multiple Intelligence (Gardner, 1983) in (Ibragimova, 2011).

2.1.2 Definition of Interpersonal Intelligence

Interpersonal Intelligence is one theory of Howard Gardner's about Multiple Intelligence. According to Gardner (1983) in Ibragimova (2011) Interpersonal Intelligence is ability to value and cooperate effectively with other. Person that have interpersonal intelligence are person that have good understanding in interacting with other people. To know that the people have more interpersonal intelligence, Howard Gardner gives some criteria. There are twelve characteristics of people that have interpersonal intelligence. The following are the characteristics some people that have more interpersonal intelligence; they have strong leadership skills, they are good at understanding others, they are good verbal communicators, they are also good non-verbal

communicators, they are sensitive to the feelings of others, they are co-operative in nature, they have ability to view situations from different viewpoints, they demonstrate empathy towards others, they have strong conflict resolving skills, they are good organizer tasks and they can develop positive relationship with others.

To support the interpersonal intelligence in the classroom, the teachers can do the following; give opportunity the student to interaction with other during learning task (activities where students work in groups) and to select their own groups, form cooperative groups where in each member has an assigned role, plan activities to make successful in learning and competition to promotes their achievement.

2.1.3 Multiple Intelligence Theory

Theory of Multiple intelligences was created as a result of dissatisfaction with the traditional IQ test. This theory, explains about eight intelligences that possessed by every human. According to Gardner (1999) in Ibragimova (2011) from the eight intelligences can be genetically inherited and can be developed or improved through education or social environment. Eight intelligences are defined as following:

1) Linguistic Intelligence refers to ability to understand and manipulate words and language. The linguistic student more enjoys in reading, writing, and speaking as well as poetry. Teacher can enhance student who has linguistic intelligence by having them play word games and discussions.

2) Logical-Mathematical refers to ability to do things with data; collect and organize, analyze and interpret and also conclude and predict. The logical-Mathematical student more enjoys on think conceptually, explore patterns and relationships, experiment and solve puzzles. Teachers can enhance them by teaching use of computer programming languages, critical-thinking activities, linear outlining and logic puzzles.

3) Musical Intelligence refers to ability to recognize pitch, melody, rhythm, and tone musical composition and performance. Suitable jobs to people who have musical intelligence are composers, conductors, musicians, critics and instrument makers. Students with high level of musical intelligence, they prefer to learn while enjoying the music.

4) Spatial Intelligence is ability to understand the visual world perfectly. Suitable jobs to people who have spatial intelligence are well evident in those who have the ability to think in three-dimensional ways as do sailors, pilots, engineers, surgeons, painters and architects. Student with spatial intelligence have ability to inspire visual representation language, love to draw, think in pictures and enjoy art activities.

5) Bodily-Kinesthetic Intelligence is ability to solve problems by using one of bodily movements. Suitable jobs to people who have bodily-kinesthetic intelligence are athletes and dancers. Simple skills representing bodily -kinesthetic intelligence are coordination, flexibility, speed and balance. Bodily- kinesthetic students are athletic and learn by doing. Students with high level of bodily-kinesthetic ability need special action to understand them.

6) Interpersonal Intelligence is the ability to value and cooperate effectively with other. Suitable jobs to people who have interpersonal intelligence are teachers, social workers, actors and salespeople. The people that have high interpersonal intelligence are the person who has the ability responding effectively to other people, problem solving, and resolving conflict. Students that have high interpersonal intelligence usually have ability to understand and interact with other.

7) Intrapersonal Intelligence is ability to construct an accurate representation of one self and to use it effectively in their lives. Individual with intrapersonal ability usually more understand their own emotions, moods and behaviors. Intrapersonal students they prefer spending time unaccompanied and any want to work in an individual setting during activities.

8) Naturalist Intelligence is the ability to recognize and classify various kinds of flora and fauna. It consists of observing natural pattern, identifying and classifying objects, and understanding environments. Students who have highly developed naturalist intelligence demonstrate an understanding of nature and the environment and weather changes.

2.1.4 Multiple Intelligences Developmental Assessment Scale (MIDAS)

The Multiple Intelligence Developmental Assessment Scale (MIDAS) was developed by Shareer, to assess the multiple intelligences for adolescents and adults. The MIDAS is a research based on self report measure intellectual characteristic for people of all ages. The MIDAS inquires about developed skill and levels of participation and how much they done for a wide variety of activities

in daily life. The goal is to provide a reasonable estimate of the character someone to promote their ability through enhanced self awareness and difference instructional support (Ibragimova, 2011).

2.2 Communication Strategies

This section focuses on Communicative Competence, Definition of Communication Strategies, Strategies Competence and Nakatani's Oral Communication Strategies Inventory (OCSI).

2.2.1 Communication Competence

Hymes (1972) in Chaing (2011) contend that communicative competence is contradiction with Chomsky's about linguistic competence. Linguistic competence emphasizes on the speaker to grammatically correct sentence. Hymes says that "Communicative competences enable learners to convey and interpret messages and to negotiate meanings interpersonally within specific contexts". Meanwhile Savignon (1983) in Ibragimova stated that communicative competence is relative not absolute, so communicative competence depends on all of participant and how they can cooperation each other.

According to Canel (1983) in Ibragimova there are four aspects communicative competence, there are; Grammatical competence (vocabulary, syntax and phonology), Sociolinguistic competences (understanding social context and language use), Discourse competence (organizing and meaning making) and Strategies competence (verbal and nonverbal strategies).

2.2.2 Definition of Communication Strategies

Communication strategies are an effort that used by two interlocutors to agree on a meaning (Selinker, 1972) in (Flyman, 1997). Communication strategies useful to overcome problems in communication. This according to Canale (1983) and Bygate (2000) in Somsai (2011) that communication strategies used not only to overcome language problem during communicate but also to enhance the effectiveness of communication.

(Canale, 1983; Haastrop & Phillipson, 1983; Ellis,1994) in Somsai (2011) stated that communication strategies used to bridge between linguistic and sociolinguistic knowledge of the EFL learners and interlocutor in communication. Communication strategies also used to maintain fluency in communication.

2.2.3 Strategies Competence

Strategies competence is how the way the learners can manipulate of language to achieve communication goals. The way the learner can manipulate of language relies on verbal and nonverbal communication strategies to correct error in communication (Canale and Swain,1980) in (Chaing, 2011).

Language teaching in United States is based on the idea that the goal of language acquisition is communicative competence. Communicative competence is the ability to use the language correctly and appropriately. The goal of the learning process is the ability to communicate competently, but not the ability to use the language as native speaker.

2.2.4 Nakatani's Oral Communication Strategies Inventory (OCSI)

Oral Communication Strategies Inventory developed by Nakatani (2006) in Chaing 2001) for EFL University students in Japan. Nakatani says that oral communication strategies is used to overcome behavior the students when occur communication breakdowns and to increase their communication. In Oral communication strategies inventory use examines strategies to overcome speaking problem and listening problems.

Speaking problems consists of social affective, fluency-oriented, negotiation for meaning while speaking, accuracy-oriented, message reduction and alternation, non verbal strategies while speaking, message abandonment and attempt to think in English. Listening problems consists of negotiation for meaning while listening, fluency-maintaining, scanning, getting the gist, nonverbal strategies while listening, less active listening and word oriented.

2.3 Previous Study

Many studies have shown that investigated the relationship between Communicative Strategies (CS) with Multiple Intelligence in teaching and learning process to assists the teacher to help the learner improve their listening and speaking skills, so in communication practice in the class, the message that delivered by speaker can accepted with accurately to the listener.

A study of Hajhashemi (2011) attempts to find out the relationship between the MI profiles and language learning strategies used by Iranian EFL high school students. The instruments used to obtain information for this study were MI inventory and the Strategy Inventory for Language Learning (SILL). The

findings show that there was any correlation between MI inventory and the Strategy Inventory for Language Learning (SILL).

Study of Aylin (2005) investigated the relationship between preferences of multiple intelligences, Perceptual and social learning styles, and English as Foreign language proficiency. The instruments used to obtain the data for this study was test and questionnaire. The result of the study was any significant positive relationship between interpersonal intelligence and group learning style.

Another study Rastegar (2013) attempted to investigate any significant relationships among Iranian EFL learner' Emotional Intelligence (EI). Their affective and social strategies use, and their academic achievement. To obtain the required data, the following questionnaires were utilized: Emotional Intelligence Scale (EIS) developed by Scutte, to measure EI and the Strategy Inventory for Language Learning (SILL) design by Oxford and to determine the frequency of affective and social strategies use. The result of the research was significant positive relationships between the following pairs: EI and affective strategy use, EI and social strategies use, and EI and academic achievement.