

**APPROVAL SHEET**

**Name** : Mutya A. Dukalang

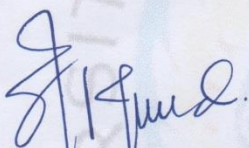
**Students ID** : 321 412 054

**Department** : English Department


**Faculty** : Letters and Culture

**Title** : Descriptive Study on Multiple Intelligences of the Hearing Impairment  
Children in Learning English (Research Conducted at SLB Kabupaten  
Gorontalo)

**1<sup>th</sup> Advisor**

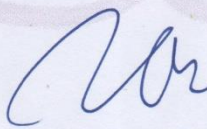
  
Karmila Machmud, S.Pd, M.A, Ph.D  
NIP. 197509101999032002

**2<sup>nd</sup> Advisor**

  
Helena Badu, S.Pd., M.Pd  
NIP.198404272008122002

**Legalized by :**

**The Head of English Department**

  
Novi. R. Usu, S.Pd., MA  
NIP. 19800111200501 2003

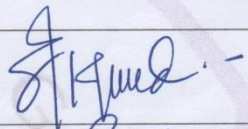

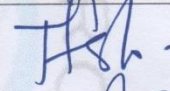
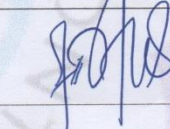
LEGALIZATION SHEET

Date : 23. December 2016

Time : 15.00

Examine : Mutya A. Dukalang

Students ID : 321 412 054

NO	EXAMINERS	SIGNATURE
1.	Karmila Machmud, S.Pd, M.A., Ph.D	
2.	Helena Badu, S.Pd., M.Pd	
3.	Titien Fatmawaty Mohammad S.Pd, M.App Ling	
4.	Sri Agriyanti Mestari S.Pd., M.Ed.TESOL	

Dean Faculty of Letters and Culture

Gorontalo State University



Dr. H. Harto Malik, M.Hum  
NIP : 19661004199303 1010

## **ABSTRACT**

**Mutya A. Dukalang, 2016. Descriptive study on multiple intelligences of the Hearing impairment Children in Learning English. English Department, Letter and Culture Faculty, Gorontalo State University. Principle supervisor (1) Karmila Machmud, S.Pd, M.A, Ph.D, Co supervisor (2) Helena Badu, S.Pd., M.Pd**

The purpose of this study is to find out the dominant multiple intelligences of students with hearing impairment and to explain how the multiple intelligences facilitate English learning process of students with hearing impairment. Descriptive qualitative method was used as the research methodology. The questionnaire about eight indicators of multiple intelligences (MI) as the primary source of data. The data show there are three indicators of multiple Intelligences come up and also are dominant when the students with hearing impairment learn English. There are three intelligences are dominant namely Visual spatial Intelligences was good level, Body Kinesthetic was categorized good level, and last is Intrapersonal intelligences also was good level But on the result of observation sheet the multiple intelligences of children with hearing impairment are dominant in Body Kinesthetic secondly in Visual Intelligences. And for the other multiple intelligences Verbal linguistic, Naturalistic, interpersonal intelligences, logical mathematical and the last musical was categorized in low level. Therefore from the eight indicators of multiple Intelligences just three intelligences are dominant when students with hearing impairment learning English.

**Keywords :Multiple Intelligences, and Hearing impairment children**