

Improving Students' Writing Achievement Through Multiple Intelligences

Iwansyah Putra¹, Imam Sonhaji²
Politeknik Penerbangan Surabaya
E-mail: iwansyahputratakin@gmail.com

Abstract

The aim of this research was to find out whether there was a significant difference of students' writing achievement before and after being taught through students' multiple intelligences. The sample of the research was eleventh grade students of Islamic high school in Sekayu, Musi Banyuasin, South Sumatera. The research was conducted by applying quasi experimental in terms of pretest – posttest non-equivalent group design. The sample of this research was 62 science students. The Mean of posttest's score was higher than pre-test. It means that there is an increase of students' writing achievement after being taught through their multiple intelligences.

Keywords: *Writing, Multiple Intelligences, Achievement*

INTRODUCTION

The report form International Publisher Association (IPA) showed that the number of titles published in Indonesia were 30.000 books. This data was taken during October 2013 up to November 2014. As comparison to this condition, United Kingdom (UK) was able to publish 184.000 books, United States published 304.912 books and Russia published for about 101.981 books.

In Asia continent, China was able to publish 444.000 books. This reality has indicated that Indonesia writing skill is still low. Writing is one of those four language skills, which used as one medium to communicate with others both in academic field, as well as in daily life. Therefore, the necessity of mastering writing's skill is very important. Langan (2001) says that there are two reasons why writing is very important. The reason are that, first, writing ability is a basic need for English learner to support their academic success. English learners are often asked to do writing assignment and their English competence can also be seen from their writing performance. Second, English writing skill is a practical need to support their future career. Furthermore, Langan revealed that most of the problems in writing range from the cognitive problems, (e.q. the vocabulary knowledge, the language structure and ideas

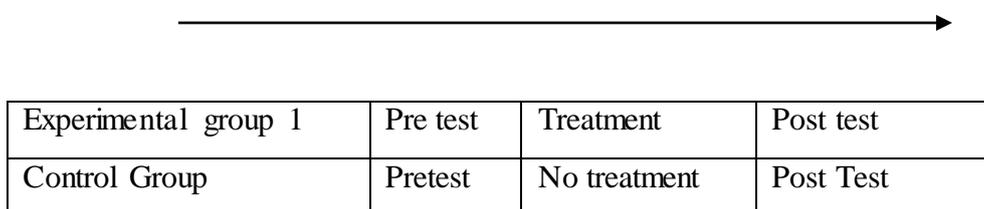
organization) to psychological problem, i.e. the wrong conception about writing as a “natural gift” skill instead of a learned skill. Psychologically, People tend to believe that a good writer is born and not made. While Gardner stated that cognitive psychology explains how people’ deep-rooted can be changed. When writing teachers use students’ multiple intelligences, students’ writing has the potential to improve as does their enthusiasm for writing.

Furthermore “Every human being has at least two or more intelligences such as verbal linguistic, logic mathematic, intrapersonal, interpersonal, visual spatial, musical, natural and existential intelligences.” Similarly, based on the statement of Greenhawk in 1997, that teaching through intelligences has been found to increase motivation and achievement in classroom assessment. The writer is very curious to conduct this research, since he does not see the theory of multiple intelligences at MAN Model Sekayu. While some other researches have shown a positive great influence over multiple intelligences in learning and teaching process.

METHOD

In this research, the writer used quasi experimental in terms of pretest and posttest non-equivalent group design. The main characteristic of quasi experimental is the condition in which the researcher needs to use intact group because the availability of participant or the prohibition of forming the artificial groups (Creswell, 2005,p.297). The design of quasi experimental with pretest and posttest nonequivalent group can be diagrammed as follow.

Table. 1 Quasi experimental design
Pretest and posttest non equivalent group designs time



In doing the research the sample was taken from eleventh science students. They were 62 students. 31 students in experimental group while other 31 were under control Group. All of them were given a questionnaire of Howard Gardner for determining their intelligences. From

the result, it was found that the dominant intelligences were in linguistic, interpersonal and bodily-kinesthetic.

Table. 2 Sample of Study

Group	Students' Intelligences		
	Lingusitic	Interpersonal	Bodily-kinesthetic
MI	12	8	11
Control	10	7	14

In collecting the data, the researcher used pretest and posttest. Pretest was administered in order to find out the cadets' writing achievement before the treatments, and posttest was applied in order to figure out the increase of the treatments towards their writing achievement after being given the treatments. Both classes had a task of narrative writing.

RESULT AND DISCUSSION

This research primarily aims at answering the question whether there was a significant difference of students' writing achievement before and after being taught through multiple intelligences. In this discussion, the researcher interprets his findings by comparing with the previous studies and the theories.

1. The relevance of current research with the findings of the previous researches.

Since the emergence of Gardner's Multiple intelligences, there are number of researchers who conduted numerous researchs. Some of them were: Greenhawk (1997) found that teaching through intelligences has been found to increase motivation and achievement in classroom assesment. Meanwhile, Marefat (2007) attempted to discover whether there is any relationship between students' MI profile and their writing skill. The result showed that kinesthetic, existential and interpersonal intelligences are making greatest contribution toward predicting scores. The similarity between previous study and current study, which the writer is going to do in his research is we both use text to support the writing activities more enjoyable and discuss more on intelligences. Furthermore the writer would like to focus on the influence of multiple intelligences to writing achievement.

2. The relevance of finding with the theory

There are many students claimed that writing is the difficult to be mastered. Chastain (1988, p. 244), "Writing is a basic communication skill and a unique asset in the process of learning a second language." For him, writing is one of the most challenging skill for L2 learners to master. And the important roles that one's MI can play begin to evolve when we look at how the brain sets out to experience the actual act of reading and writing. Howard Gardner had divided the intelligences into: linguistic intelligence, logical-mathematical intelligence, musical intelligence, spatial intelligence, bodily kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence.

The result of the research showed that students' score in experimental group was 51.84 with standard deviation, 1.61 for their pre-test, while their post-test showed an average 59.44 with standard deviation 1.98. This indicated that there was an increase for students' writing's achievement after being taught through multiple intelligences.

Meanwhile in control group, the mean of pre-test was 51.08 with standard deviation was 1.52 while its post-test showed 51.11 for the mean with 1.54 for standard deviation. From the result, it can be concluded there was no change due to the absence of treatment. More details are shown in the table below:

Table. 3 Result Pretest and Posttest of Experimental & Control Group

		N	Mean	SD
Pretest	Multiple (XI IPA 1)	31	51.84	1.61
	Control (XI IPA 2)	31	51.08	1.52
Posttest	Multiple (XI IPA 1)	31	59.44	1.98
	Control (XI IPA 2)	31	51.11	1.54

Based on adaptation from Elizabeth J Nelson of Narrative writing rubric. There are 7 aspects of writing: compose narrative text, orient the reader, development, organization, transition, word choice and closure. To find out the contribution of each aspect. Then stepwise regression was applied. The result in Multiple intelligences group showed that the highest contribution is in *development* (51.8%), *word choice* (30,2%), *organization*(7,5%), *compose narrative text* (4,3%), *transition*(2,6%), *orient the reader* (2,5%), and *closure*(1,1%). In experimental group, the highest score point is in development because the students were taught

not only with the pictures but also a sound (Mp3 of Sangkuriang). These were taken due to the balancing strategy for their dominant intelligences.

Meanwhile in control group, it showed *Compose narrative text* (47,9 %), *Organization* (23,2 %), *Transition* (1,17%), *Word choice* (0,96 %), *Orient the reader* (0,27 %), *Closure* (0,43%), and *Development* (0,06%).

Table. 4 Summary Statistic of Stepwise Regression in Exp. Group and Control Group

	Dependent variable	Independent variable	R Squared	R Squared Change	F	Sig
Multiple intelligences	Narrative Writing Achievement	development	0.518	0.518	31.221	0.000
		word choice	0.820	0.302	46.918	0.000
		organization	0.895	0.075	19.358	0.000
		compose narrative text	0.938	0.043	17.776	0.000
		transition	0.964	0.026	18.341	0.000
		orient the reader	0.975	0.025	10.133	0.004
		closure	1.000	0.011	.	.
Control groups	Narrative Writing Achievement	Compose narrative text	0.479	0.478	26.657	0.000
		Organization	0.711	0.232	22.491	0.000
		Transition	0.828	0.117	18.324	0.000
		Word choice	0.924	0.096	32.678	0.000
		Orient the reader	0.951	0.027	13.971	0.001
		Closure	0.994	0.043	158.978	0.000
		Development	1.000	0.006	-	-

Based on the result obtained, it indicated that the strategy of applying MI in the classroom was effective to help students get higher understanding of what they have learned.

While conducting the treatment, the researcher noticed that the usage of Multiple Intelligences in the classroom is crucial for improving students' learning interest. In teaching the students, the researcher applied some ways in his teaching, it was balanced with student's dominance in learning. Since in experimental group, the dominances were linguistic, bodily-kinesthetic and interpersonal. The researcher applied story telling through video, discussion afterward asking the students for interviewing one another. This ways were in line with activities by Bratcher. "Doing oral activities before writing—storytelling, discussing, interviewing, reading to get ideas for writing, connecting literature study and writing, completing crossword puzzles with vocabulary words ,playing games like Scrabble, Or Boggle, and using digital resources such as electronic libraries, desktop publishing, and word processing". (Bratcher, 2012, pp. 31-32).

Meanwhile for teaching Kinesthetic students, the researcher asked the students for making a mini drama about *Sangkuriang* and rearranging its chronologies through pictures. This tasks were in line with the suggestion from Bratcher , "Writing teachers can draw on this intelligence to teach writing by: aacting out stories before writing them, writing plays that include stage directions, playing cards with vocabulary words, eencouraging students to do projects to accompany their writing, building objects using blocks, cubes, or Legos to represent writing concepts, using electronic motion-simulation games and hands-on construction kits to teach writing". (Bratcher, 2012, p. 32).

And for teaching students who were high in interpersonal, the researcher let them to discuss about the video and delete the sentences which were not in line with the story. This was in line with Bratcher,"Working with cooperative learning groups to design and complete writing projects, using peer groups for brainstorming, revising, and editing, connecting writing activities to the community outside the school, inviting guests to the classroom to tell stories or to talk about writing ,tutoring young students or classmates on the processes of writing,using puppets to teach writing lessons". (Bratcher, 2012, p. 33).

CONCLUSION

Referring to the discussion, the researcher concludes that there is a significant difference of the students' writing achievement after being taught through multiple intelligences. The average score in pretest was lower than increased in the posttest. The result of students' writing posttest

score was higher than their pretest score. In addition, there is significant difference of the students 'writing achievement before and after the treatment. The treatment was given not only for improving writing's score achievement but also their interest and motivation over learning

REFERENCE

- Bratcher, S. (2012). *The learning-to-write process in elementary schools*. New York, NY: Routledge.
- Chastain, K. (1988). *Developing second language skills: Theory and practice* (3rd ed.). New York: Harcourt Brace Jovanovich
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson
- Gardner, H. (2004). Audiences for the theory of multiple intelligences. *Teachers College Record*, 106(1), 212
- Greenhawk, J. (1997). Multiple intelligences meets standards. *Educational Leadership* , 62-64.
- Marefat, F. (2007). Multiple Intelligences: Voices from an EFL writing class. *Pazhuhesh-e Zabanha-ye Khareji*, 32 (special issue in English), 145-162
- Langan, J.(2001). *College Writing Skills: sixth Edition*. New York. The Mc Graw Hill Companies