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THE INFLUENCE OF TEACHING STRATEGY BASED ON MULTIPLE INTELLIGENCES ON STUDENTS' WRITING ABILITY
(An Experimental Study at Eighth Grade of *MTs Negeri Cirebon 1)*

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of Undergraduate Degree

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ABSTRACT

WIDYA, TUTI. 14111310075. THE INFLUENCE OF TEACCHING STRATEGY BASED ON MULTIPLE INTELLIGENCES ON STUDENTS' WRITING ABILITY (AN EXPERIMENTAL STUDY AT EIGHTH GRADE OF *MTS NEGERI CIREBON 1*).

Writing as a communicative activity that seem difficulties on EFL learners, the conventional method are less to help students to develop their writing ability. Teachers should bring their new creativity within classroom by change diffeent strategy to fulfill students needs, and interests in learning writing. Armstong (2003) said that we can make the words become alive, the statement is showing that writing close to with the strategy to awaken students writing ability. Teaching Strategy Based on Multiple Intelligences that expanded by Armstrong will stimulate students in the process of craeting writing product. The objectives of this study are: first, to know students writing ability before applying teaching strategy based on multiple intelligences, second to know students' writing ability after applying teaching strategy based on multiple intelligences, and third, to know the significance influence of teaching strategy based on multiple intelligences on students' writing ability. Besides that, there are five students' multiple intelligences profile in this research, they are linguistic/verbal, spatial/visual, musical, interpersonal and intrapersonal intelligences and five multiple intelligences which applied, they were brainstorming, visualization, song/rhythm, collaborative group, and personal connection.

This research method is quantitative research, by used pre experimental design with one group pre-test and post-test. The population of this research are all the students in eighth grade of *MTs Negeri Cirebon 1*, the sample of the research are students in VIII I that consist 39 students. The techniques of collecting data are observation, and test.

The result findings shows that the response of students to the application of Teaching Strategy Based on Multiple Intelligences (TSMI). The average score of the test of recount text (in students' writing ability) as Y variable is 75.4. According criterion minimum in the school, this score is requirement of criterion minimum in the school that is 7.5. The result of t-test from pre and post test is 10.098, degree of freedom is 38, so t-table 5% is 2.024. It means that there is differences between students' writing ability (recount text) before and after using Teaching Strategy Based on Multiple Intelligences (TSMI) because the result of t-test > t-table so that there is influence of teaching strategy based on multiple intelligences on students' writing ability.

Keywords: *Multiple Intelligences, Multiple Intelligences and Teaching Strategy, and Writing Ability*

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RATIFICATION

This thesis entitled **"The Influence of Teaching Strategy Based on Multiple Intelligences on Students' Writing Ability (An Experimental Study at Eighth Grade of MTs Negeri Cirebon 1)"** written by Tuti Widya, student number 14111310075, has been examined on 14 July 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I

INTRODUCTION

Introduction tells about area of the research, this session also talks about topic was investigated and besides that, talks about the overall purposes in this research. This chapter deals with background of problem, the identification of the problem which consist of the field of the research, the kinds of problem, and the main problem, besides that, in this chapter include the limitation of the problem, the questions of problem, the aims of the problems, and the significance of the research.

1.1 Research Background

Many people can speak without learning, but they need to learn to write something. It seems when children learn to write number or alphabet they have to exercise in order their hand becomes flexible, thus lot of exercises are needed to have good writing. But the purpose of writing is different when students enter elementary school and teacher ask them to make story. Teacher tries learners to develop their thinking inform text. Moreover when learners join and come in English lesson, writing will see such as the annoying activities. From the beginner until advance, learners always find difficulities to put or generate their ideas inform the text. Students should have many vocabularies and need to explore their knowledge to support their writing. Beside that, the problems come in students wether they construct the paragraph in order to coherrence and also use grammatical structure and appropirate panctuation in their product of text. So that why, writing is a communicative activity lead to great difficulties on EFL learners because both cognitive and affective aspects of writing have important roles in this complex process (Mohseniasl: 2004). But, one things that learners unconsiously is actually they have talent to make writing, but they do not know how to explore their ways to put ideas inform text.

The fact that most of learners feel difficult when they are learning writing, it seems when the researcher did teaching experience in *MTs Negeri Cirebon 1*.

Students felt unconfident because they were hard to put their idea beside they did not have rich vocabularies and less understanding about grammar. To provide writing lesson, the researcher used many methods to teach writing such as Grammar Translation Method, Genre based approach, then the Communicative Language teaching (CLT) still faced the troubles to teach writing. One of support that teacher gives to learners by providing text or tool relate to their interesting, it will make them to be motivated then finally they find idea to write. It seems that teacher should introduce that students can make writing based on their strength intelligence. If the process teaching and learning writing run well where teacher create a new atmosphere to help their students to recognize their strenght of intelligences, it will make good interaction both them.

Many researchers have applied multiple intelligences theory in English classroom. The theory of multiple intelligences provides a way of understanding intelligence which teachers can use as a guide to develop classroom activities and to address multiple ways of learning and knowing (Christison, 1999). Teaching strategies through by multiple-intelligence theory can transfer some control from teachers to learners by giving students choices in the ways they will learn and demonstrate their leaning. By focusing on problem-solving activities that draw on multiple intelligences, these teaching strategies encourage learners to build on existing strengths and knowledge (Kallenbach, 1999). Accommodating multiple intelligences' learning strategy in the classroom is very needed and important on students' learning outcomes. Mustafa (2010: 86) says that teachers should help develop students' learning styles and intelligences as part of equipping them to continue to learn to the best of their abilities. Mike Fleetham (2006: 15) states that it is needed to be practiced because it is a powerful theory, proposing that there are many ways to be clever and that every one of us is intelligent in our own unique way. Thomas Armstrong (2009: 99) also explains that it's needed to be practiced in the classroom because multiple intelligences' learning strategy provides a template through which educators can view some of the critical ecological factors in learning. Their explanation can be concluded that accommodating multiple intelligences'

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learning strategy in the classroom is considered as the way out to make students can learn based on their learning styles, that it appropriate for teaching writing, because one of the reason why teacher should teach writing is students learning style (Harmer, 2001: 79).

Looi Lin and Ghazali (2010) studied on multiple-intelligence strategies and instructions can be used to improve the writing ability of students. The result show the significant improvement is seen in the overall writing ability of students and also in the six traits analyzed after two months of training. Ansari and Varnosfardani (2010) tries to take some light that there was a significant relationship between the participants' writing revision strategies and their dominant MI profiles. Sarani et al. (2012) result of correlation analysis indicated that logical intelligence had a negative significant contribution toward vocabulary and language use of narrative writing. Moreover, interpersonal and intrapersonal intelligences showed significant negative relation to vocabulary of writing, the only significant positive relationship was between mechanics of writing and verbal intelligence.

Beside that the researches that focus on EFL writing in Indonesia context have done by Laksmi (2003) in Cahyono and Widiati (2009:78)) use "*scaffolding*" to help students build up their writing skill, the result learners can write more confidently and do not worry about people judgment on their writing. But many researchers do the same thing to explore writing problem by collaborative work. Alwasilah (2004) in Cahyono and Widiati (2009:7)) found that using collaborative practice make students feel more confident, authorship, and enjoyment as being part of writing community. Furthermore, many researchers show the same effects that collaborative work is really help students in the process of learning writing so that it can encourage their writing skill (Cahyono and Widiawati, 2009:79).

When discovery from one research to another researches, it clears that writing is difficult skill for all learners wether they are ESL or EFL leraners. But, it seem different view and formulation if the researcher take the case in primary school such as Junior and Senior High School than University. The emphasizing writing in primary school based on curriculum, and the important one is how to make students

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interest to write. Facilitating clsassroom activities by song, storytelling, role play and so on. Such activities above will be more effective to develop personal creativity and cognitive process of learning language (Amstrong, 1999). Moreover, if teachers use Multiple Intelligences approach to apply in the way leraning process and they introduce to leraners that Amstrong (2003) states that " they can make the words come alive as well as relate to their strenght intelligent. "

Students in *MTs Negeri Cirebon 1* have different needs, interests and learning styles in studied English. So that why, learning process should cover their learning characteristic.Up to now, it is still less reserchers in Indonesia to investigate MI theory apply in writing process. Whereas, the learning of a foreign language involves the interplay of many factors concerning human intelligences (Hongzu:2011).

The conclusion from the studies on writing, there is opportunity to solve writing problem in *MTs Negeri Cirebon 1* where the teacher use Teaching Strategy based on Multiple Intelligences Theory to provide successfully learning in teaching writing. The benifit of Teaching Strategy based on Multiple Intelligences (TSMI) is applying various teaching activities relate to students multiple intelligences and learning style. Because Multiple Intelligences provide the same oppurtunity to students to develop their writing performance. It looks that teacher use Multiple Intelligences in their teaching process which the purpose to help students build their ideas of writing based on their strenght intelligences. Thus, the researcher wants to investigate "THE INFLUENCE OF TEACHING STRATEGY BASED ON MULTIPLE INTELLIGENCES ON STUDENTS' WRITING ABILITY."

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1.2 Identification of Problem

English in Indonesia as Foreign language, it means English is not daily communicative language, but theory and practice should be balance. In the reality of Teaching English as Foreign language (TEFL) we saw many hampres occured in the process of teaching and learning at classroom particulary in writing class. The factors come not only from teacher but also students.

1.2.1 The Field of The Research

The field of the research in writing this thesis is method of teaching, it is conducted to find out students' whether the use Teaching Strategy Based on Multiple Intelligences in teaching writing for students in junior high school can improve their writing ability on Recount text.

1.2.2 The Kinds of the Problem

This thesis emphasizes on teaching strategy that concentrating on writing skill because the writer found some problems. The problem as the follows :

1) The students are difficult to express their idea inform text. It seen when teacher taught writing but students still confuse what they will write. Besides they have poor vocabularies, thus teacher should have trick to stimulate students in order they can express their ideas on their paper.
2) The students have low motivation in learning writing. Most of students always say that they did not understand when teacher taught English. The reason made learners do not spirit when they were studying English. Moreover when teacher asked them to make writing, they need long time to open dictionary to translate the text that they wrote in Indonesian Language to English language. That should be solved by teacher to make students interest in teaching writing.
3) The students have different learning style. Learning style has important role in the process of teaching and learning. When the teacher used a method just focus on visual learners, entered the class to explain and ask them to write the material, it will make learning process become bored. Thus teacher should use different method that covers another learning styles, for instance for auditory learners and kinesthetic learner.

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4) The students are less understanding about grammar. Grammar has important role when students were learning writing. Different genres are different grammar patterns. Many students make error in writing because they have less understanding about grammar.
5) The teacher less to change teaching strategy in learning process. In the fact many English teacher have monotonous in the way they taught. It seen that teacher should creative to create teaching activity that make students interest in learning English. The orientation of learning process is still teacher center, students just follow what teacher instructed. The effect students feel bored, cannot take a big role in learning process, thus the teacher seldom to know about students' needs and interests in learning English. Besides that, they have a little role to explore their English skill.

1.2.3 The Main of the Problem

The main problem is students are so hard to develop their idea inform text and they have low motivation to learn writing. In this thesis, the writer tries to describe the influence of Teaching Strategy Based on Multiple Intelligences on students' writing ability in *MTs Negeri Cirebon 1*.

1.3 The Limitation of Problem

Writing is language skill that has various characteristics. In every level of school the purpose of writing is different. For elementary level such as Junior High School the purpose of writing is making sentences. The tasks are changing the sentences from the present tense into past tense, or make writing based on picture series. There are four types of writing performance, they are imitative, intensive, responsive, and extensive. But the limitation of this research is intensive (controlled), it adjusted with the writing level in Junior High School where students need guided or control on their writing. Besides that, the purpose of writing in intensive level is to make students interest in learning writing without worry about the result (without thinking about the context and meaning on their writing).

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In other hand, the process of teaching and learning writing both teacher and student should contribute each other. It means the interaction should appear in the learning process. As the describe in the background, the limitation of this thesis is applying teaching strategy based on multiple intelligences in teaching writing where the genre is Recount text. This research suitable to apply in Junior High School because students in SMP/MTs need stimulate and motivate to interest in learning writing with various activities that can acomodating learner's style. But the school wants to take to be experiment is *MTs Negeri Cirebon 1* because the writer has found the problem when she was doing teaching experience. While the class will be took as sample are class VIII I (experimental class) with the Multiple Intelligences profiles are linguistic, visual, musical, interpersonal, and intrapersonal intelligences. They will give lesson about Recount text by creating the test in intensive /controlled level.

1.4 Questions of The Research

1. How do students' writing ability show before the treatment using Teaching Strategy Based on Multiple Intelligences?
2. How do students' writing ability show after the treatment using Teaching Strategy Based on Multiple Intelligences?
3. Is there any significant influence of Teaching Strategy Based on Multiple Intelligences on students' writing ability?

1.5 Aims of Research

Based on theory Multiple intellegences from Gardner, the researcher want to explore teaching writing using Teaching strategy based on Multiple Intelligences in *MTs Negeri Cirebon I* at eight grade can solve the crusial problem when teacher less to give approaching in teaching activity on writing, especially how to facilitate student become interest, how they find idea in order to put inform the text. That's why , students will have a great spirit and motivation because teacher teaches them humanity and finally both teacher and student become a partner by using a appropirate learning strategy and learning activity. Therefore, the aims are:

1) To find out students' writing ability before treatment using teaching strategy based on multiple intelligences.
2) To find out students' writing ability after treatment using teaching strategy based on multiple intelligences.
3) To find out the influence of teaching strategy based on multiple intelligences on students' writing ability.

1.6 Significance of The Research

Theoritically, this research will provide learners and teacher to contribute each other in teaching and leraning writing. Teaching strategy based on multiple intelligences will help students to recognize their MI profile and will provide teaching and learning with different activity to supply students learning interests and needs. So that it will make students confident to write recount text based on the stimulus that teacher give by applying multiple intelligences approach in their teaching strategy. How make the words come alive through by different strategy will facilitate students in the learning process and guide their creativity and how they use problem solving to find idea on his writing. At the first time when teacher use MI in the classroom in process of leraning, teacher will introduce MI theory and use many kinds of activities in teaching writing. So that MI can bridge both teacher and learner complicate each other in teaching and learning writing.

Practically, teaching strategy based on MI apply in teaching and leraning is benifit for students, teacher, and school. Students who always find difficulity in learning writing can be descrease because serving of activities in the classroom make them to habit learning by problem solving and enhancing students's creativity. Teacher who teaches by selecting a good teaching strategies which implement by doing kinds of activities are solution to students develop their strength intelligence to be developing in Language skill. MI give the same chance to students, perhaps it will make students are motivated and confident to follow activity in the classroom. Continously, MI is one of way to be teacher of human as Chatib (2011) said that " teacher of human is a facilitator, assume that every students are winner and long life

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learner.” The last for school, at least it becomes real evidence that the aim of education is developing students to develop their intelligence.

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the information about the conclusions and suggestions from the writer based on the conducting research at *MTs Negeri Cirebon 1*.

5.1 Conclusion

After collecting the data analyzing of the discussion about the influence of Teaching Strategy Based on Multiple Intelligences to improve students' writing ability in the eighth grade of *MTs Negeri Cirebon 1*, finally the writer has been able to make a conclusion as follows:

1) Students' writing ability before treatment using Intelligences Teaching Strategy at eighth grade of *MTs Negeri Cirebon 1* is low , it showed by the mean of pre-test that was 69.7. Almost students got low score under criterion minimum. It clear that students in *MTs Negeri Cirebon 1* had problem in writing. Because of that, the researcher use Teaching Strategy Based on Mu to improve students' writing ability.
2) Students' writing ability after treatment usin Teaching Strategy Based on Multiple Intelligences at eight grade of *MTs Negeri Cirebon 1* is increasing, it showed by the mean of post-test that was 75.4. There was increasing score from almost students, it means the students got better understanding in learning recount text by using teaching Strategy Based on Multiple Intelligences. To apply the strategy, the writer gave Multiple Intelligences' Survey to administer students' MI profile. It used to decide the appropriate strategy related to students strength. There were five students MI' profile in this research, they were linguistic, visual, musical, interpersonal, and intrapersonal intelligence, meanwhile the strategy that have applied were brainstorming, visualization, song/rhythm, collaborative group, and personal connection.
3) There is significant influence of Teaching Strategy Based on Multiple Intelligences (TSMI) on students' writing ability showed by the result of t-test

from pre and post-test is -10.098, degree of freedom is 38, so t-table 5% from 38 is 2.024. It mean that there is significant influence on students' writing ability (recount text) before and after using Teaching Strategy Based on Multiple Intelligences (TSMI) because the result of t-test > t-table so that Ho is rejected and Ha accepted.

Based on the data analysis, there is positive effect of using Teaching Strategy Based on Multiple Intelligences (TSMI) on students' writing ability. Hence, the students have responsibility and feel enjoy in the learning process. The whole of activities that using multiple intelligences approach in every teaching and learning process make students are usual to develop their intelligence by exploring their ideas, imagination inform a simple text. cooperative learning and problem solving technique are realization of multiple intelligences' teaching strategy. In short, the strategy can be used as one of the best way to teach writing.

5.2 Suggestion

In reference to the conclusion above, it is suggested that the using multiple intelligences' teaching strategy as alternative method for teaching English, especially on increasing students' writing ability. Since English is one of important subject in high school but in the fact students does not follow the subject well with many reasons such as do not understand with the material or feel bored in the class, for the case there are some suggestion for part of education, as follow:

5.2.1 For Teacher

Teacher is significant role in education, especially in class, so they should be a partner for her students in learning process with the high responsible as an English teacher and should be creative in making the class alive and interesting by applying different kinds of activities relate to students' learning style. Teaching strategy based on multiple intelligences make teacher aware that every student has different needs, interest, and learning style. By providing different strategy relate to students' multiple intelligences profile it proved that teacher care of their students. Giving support and encourage the learner's desire to learn, treat students at the same way

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and affection without labeling or judging, make the best approaching to students then support students and help them to solve their problem in learning, at least he or she tries to be teacher of human.

5.2.2 For The Students

Students also should have intention in learning; they should be active in Learning English by doing some more exercises both at school and at home. Besides that the students should know their interest, their strength in order to make their motivation in learning English will be increasing. They can develop their writing ability by exploring their thinking or imagination by looking the picture or scenery, listening to music, make diary, reading novel and so on. Such activities above will develop their ideas to make writing.

5.2.3 For The Institution

The institution should give the chance to make some creations in teaching English by preparing the facility needed in the class activity, give the media and facility in order to make better progress achievement of English, and make teaching-learning more effective. Further, they can be a significant contribution to the development of the institution's elements to get the best result.

5.2.4 For The Future Researcher

The last, for the next researcher the result of the study hoped can be used as reference to conduct further study about the influence of using Teaching Strategy Based on Multiple Intelligences on writing ability or another language skill.

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