

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter intended to elaborate the conclusion and suggestion of the research. The primary point of this chapter is to provide the conclusion regarding the characteristics of lesson plan for teaching english greeting by integrating multiple intellegences in 21<sup>st</sup> century at seventh graders. Furthermore, the suggestion for numerous stakeholders also provided through this chapter

#### 5.1 Conclusion

Understanding the needs of teachers in creating lesson plans that incorporate the eight multiple intelligences is essential for improving the teaching of speaking skills. Teachers must first have a solid grasp of Howard Gardner's theory of multiple intelligences, which includes linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. This foundational knowledge enables teachers to design activities that address the diverse ways in which students learn and express themselves. For instance, while some students might excel through verbal interactions and discussions (linguistic intelligence), others might find role-playing or physical activities (bodily-kinesthetic intelligence) more effective for learning to speak.

Additionally, teachers need adequate resources and training to successfully integrate these intelligences into their lesson plans. This includes access to professional development workshops, educational materials that illustrate practical applications of the theory, and collaborative opportunities to share best practices with colleagues. By addressing these needs, teachers can create a more inclusive and engaging classroom environment that supports the development of speaking skills across a wide range of student abilities and learning styles. Moreover, understanding these needs helps in tailoring support systems that empower teachers to be more innovative and responsive in their instructional approaches.

The development of a lesson plan product that integrates the eight multiple intelligences involves creating a comprehensive and adaptable framework for teaching speaking skills. This lesson plan should provide detailed guidelines on how to incorporate each type of intelligence into classroom activities, ensuring that all students can engage and benefit. For example, activities could range from group discussions and storytelling (linguistic intelligence) to music-based exercises that incorporate rhythm and melody (musical intelligence), or nature-related topics and outdoor activities (naturalistic intelligence). By offering a variety of activities, the lesson plan can cater to the diverse strengths of students, making learning more dynamic and effective.

Moreover, the lesson plan product should include practical tools and resources to support teachers in its implementation. This could consist of sample lesson plans, activity templates, assessment rubrics, and a curated list of supplementary resources such as books, websites, and multimedia materials. Additionally, providing examples of differentiated instruction strategies can help teachers adapt activities to meet the varied proficiency levels within their classrooms. By developing a well-rounded and resource-rich lesson plan product, educators are better equipped to create engaging and effective speaking lessons that harness the full potential of their students' multiple intelligences.

## **5.2 Suggestion**

Considering the result of the research, the researcher would like to give some suggestions for the following stakeholders.

### **5.2.1. For Teacher**

One area for further research is exploring the impact of multiple intelligences-based lesson plans on student engagement and achievement in speaking skills. Future studies could employ quantitative methods such as pre- and post-tests to measure improvements in speaking proficiency, as well as qualitative methods like student surveys, classroom observations, and

interviews with both students and teachers to gauge engagement and satisfaction. This research would provide valuable data on the effectiveness of incorporating multiple intelligences in lesson plans and offer insights into how different types of intelligences contribute to language acquisition and overall classroom dynamics.

Another recommendation is to develop specialized training programs for teachers to effectively implement multiple intelligences-based lesson plans. Research could focus on designing and evaluating professional development workshops that equip teachers with the necessary skills and knowledge to create and execute such lesson plans. This could involve pilot programs with detailed feedback mechanisms to refine the training content and delivery. By understanding the specific needs and challenges teachers face, future research can help create more robust and practical training programs that enhance teachers' ability to cater to diverse student learning styles in the context of teaching speaking skills.

### **5.2.3. For Students**

Students must be able to use technology or media, such as websites with explanation images, to improve their speaking abilities. They must also be able to maximize their learning potential on their own and not always rely on assistance from others. instructor in the process of learning.

### **5.2.4. For Future Research**

It is anticipated that future researchers working in related fields will use this work as a reference. In order to optimize and explore the needs of both teachers and students, as well as to find additional characteristics of lesson plans for teaching English greetings by integrating multiple intelligences in 21st-century skills, future researchers should be able to improve and refine this research.