

The Use of Multiple Intelligence Instruction Activities in Improving Writing Skills of the Second Grade Students of *Sekolah Menengah Atas Negeri 1 Soe* in Academic Year 2016/2017

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ABSTRACT

The study describes the use of multiple intelligence instruction activities for improving writing skills of the second-grade students of Sekolah menengah atas negeri 1 Soe in academic year 2016/2017. The study was conducted to identify the dominant types of multiple intelligence from the second-grade students, how to use multiple intelligences instruction activities and to find the effect of using multiple intelligences instruction activities on improving writing skills. This research is a classroom action research and the data were collected using interview, questionnaire, observation, and test. The result of interviews showed that teacher, especially in writing, used only general instructions without using any different instructions and never classifying the students' ability. The result by questionnaires showed, there were four dominant bits intelligence found from second-grade students: musical, interpersonal, naturalist and bodily-kinesthetic intelligences. It indicates that there was a significant improvement of students in writing skills; it could be seen from the result of pre-test (63.45%), first cycle (68.55%) and the second cycle (76.90%). Students' activeness was increased. It showed

the students' observation in the pre-cycle (48.57%), First cycle (68.5%) and second cycle (77.14%). Thus, it suggests that multiple intelligence based instruction activities can increase students' writing skill and the students' attitudes toward English lesson.

KEYWORDS

Multiple intelligence, instruction activities, writing skills, Indonesia

INTRODUCTION

In the global communication, good command in English including writing is necessary. Writing is one of the four English skills that play an important role in the students' language learning mastery. For this purpose, the objectives of English teaching and learning process must be emphasized more on helping the students to develop well their writing competence, but in reality, there is no specific attention on writing skill for all students based on students' different needs. Therefore, multiple intelligence theory could be one of the alternatives that can help students to develop their interest in English writing skill. This theory developed by Davis, Christodoulou, Seider, & Gardner (2011) concerning nine dominant intelligences existing inside of human beings. These intelligences are: verbal- linguistic, logical-mathematical, musical-rhythmic, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist and existentialist.

The arguments stated above, fundamentally, stressed out about the uniqueness and the differences of the human intellectual composition. Each person is different in his/her intellectual capacity. The researcher argues that multiple Intelligences theory offers an extended framework for helping students to improve and develop their intelligences in a proper and adequate way. Understanding the dominant intelligent of the students through multiple intelligence activities can become the starting point in which class becomes the student-centered. Students are given the opportunity to develop their skills according to their interest. Thus, it is important for allowing students to use instructions menu of activities so that by providing these options, students will be able to use their strongest intelligence and other increasing involvement that will be known can improve motivation and retention for all students, especially in writing comprehension (Armstrong, 2003).

OBJECTIVES OF THE STUDY

This study aimed to find out the dominant multiple intelligences of the second grade students of *sekolah menengah atas Negeri 1 Soe*, to explain how to use of multiple intelligences instruction activities in improving writing skills and beside that it also aimed to find out the effect of using multiple intelligences instruction activities in

improving writing skills of the second grade students of *sekolah menengah atas Negeri 1 Soe* in academic year 2016/2017.

FRAMEWORK

There are some theoretical concepts related to multiple intelligences instruction activities. Gardner (2003) affirms that all human beings have all these nine intelligences in different measure. These intelligences are understood in the sense that every person has a different intellectual composition. These intelligences are located in different area of the brain and they work independently or in relation to the other. Understanding and giving more attention to these intelligence can give us more possibilities to improve and develop the education of the students.

In relation to the concept, it can be stated that intelligence is not a static structure that can be measured and meaningfully quantified, but it is an open and dynamic system that can be developed throughout life. Armstrong (2009) states that “Through systematic and planned enrichment, intelligence can be modified, expanded, and developed.” So, the theory of multiple intelligences also has strong implications for adult learning and development. In the relation to the teacher’s roles during the process of writing, Harmer (2004) proposes some tasks that teachers must perform before, during and after the process of writing in the classroom as follows: demonstrating, motivating and provoking, supporting, responding, and evaluating. In the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear instructions and guide the students in each step of the writing process (Brown, 2007).

The key point of multiple intelligences is to see the teaching of English as an integrated and holistic experience and it aims to teach communicative competence. It helps the teacher understand the diversity among the students and provide a framework for addressing the differences in the teaching process. In order to make the instruction activities of the English language on multiple intelligence perspectives, the teacher should use a variety of teaching strategies or teaching instructions in which address the intelligences that the students possess. The use of multiple intelligence instruction activities helps the teachers embrace all the students and attract their attention to the writing lesson through involving the instruction activities and the material that is suitable for the interests and the need of the students (Campbell, Campbell, & Dickinson, 1996).

METHODOLOGY

The researcher used Classroom Action Research in this study because it is designed to solve practical problems in the process of teaching and learning, especially in English teaching of writing. The subject of this research is grade two language class students

of *sekolah menengah atas Negeri 1 Soe* consists of 29 students. There are thirteen males and sixteen females. The age of the participants ranged from sixteen to eighteen. The collaborator in this research is Miss. Dessy M. Natty, S.Pd the English teacher who taught English in a language class for the Second grade students of SMAN 1 Soe. In collecting the data, the instrument used by the researcher is an interview, questionnaire, observation, and test. In this research, the researcher used two cycles. In the reconnaissance, the researcher collected the data through some interviews, classroom observation, and pre-tests to see problems in the students' writing products and the teaching-learning process. Then, the researcher as well as the teacher made some plans to be implemented in the actions. The data also obtained during the actions through a routine observation.

Table 1. Scoring Rubric of Teacher's Activities

No	Aspect	Criteria				
		1 (Less)	2 (Sufficient)	3 (Fair)	4 (Good)	5 (Excellent)
1	Teacher prepares lesson plan	Never	Seldom	Sometimes	Often	Always
2	Teacher explains the material	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium
3	Teacher reviews the material	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium
4	Interaction's teacher with students	Students' respond is 0%	Students' respond is more 20%	Students' respond is 26%-49%	Students' respond is 50%-69%	Students' respond is 70%-100%
5	Teacher uses media	Uses none media	Uses white board or textbooks	Uses things in the class	Uses own media and suitable	Uses things in class, own media and suitable
6	Teacher uses teaching method	Never	seldom	sometimes	often	Always
7	Teacher asks questions	Never	Seldom	sometimes	often	Always
8	Teacher responds student's questions	Never	Seldom	sometimes	often	Always
9	Teacher gives exercises	Never	Seldom	sometimes	often	Always
10	Teacher gives homework	Never	Seldom	sometimes	often	Always
11	Teacher gives instructions	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium
12	Teacher manages the class	Never warning students that not pay attention	Seldom warning students that not pay attention	Sometimes warning students that not pay attention	Often warning students that not pay attention	Always warning students that not pay attention
13	Teacher manages the time	Never remembering students' in work time	Seldom warning students that not pay attention	Sometimes warning students that not pay attention	Often warning students that not pay attention	Always warning students that not pay attention

Table 2. Scoring rubric students' activities

No	Aspect	Criteria				
		1 (Less)	2 (Sufficient)	3 (Fair)	4 (Good)	5 (Excellent)
1	Students pay attention	Never	seldom	sometimes	often	Always
2	Students respond teacher's question	Never	Seldom	sometimes	often	Always
3	Students ask questions	Never	Seldom	sometimes	often	Always
4	Students comprehend the material	Students' comprehension is 0%	Students' comprehension is more 20%	Students' comprehension is 26%-49%	Students' comprehension is 50% - 69%	Students' comprehension is 70% - 100%
5	Students do the task	Never	seldom	sometimes	often	Always
6	Students do homework	Never	Seldom	sometimes	often	Always
7	Students interest the lesson	Never	Seldom	sometimes	often	Always

Finally, to make sense of the data and to make a judgment whether the action was successful or not, there was a reflection at the end of each cycle. To analyze data observation checklist, the researcher used a formula to measure the mean of activities in teaching learning process according to Haryati (2007) as follows:

$\text{Score} = \frac{\sum x \times 100 \%}{S \text{ max}}$ <p>$\sum x$ = Score got</p> <p>S max = Score maximum</p>	<p>Scoring level</p> <p>5 = 91-100 (Excellent)</p> <p>4 = 76- 90 (Good)</p> <p>3 = 61- 75 (Fair)</p> <p>2 = 51- 60 (Sufficient)</p> <p>1 = < 50 (Less)</p>
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Students' writing performance was measured by using Writing Examination Mark Bands (Kellogg & Raulerson, (2007) as followed:

Fluency

- *mark 5.* Flowing style- very easy to understand- both complex and simple sentences- very effective
- *mark 4.* Quite flowing style- mostly easy to understand- a few complex sentences- effective
- *mark 3.* Style reasonably smooth- not too hard to understand-mostly (but not all) simple sentences- fairly effective
- *mark 2.* Jerky style- an effort needed to understand and enjoy- complex sentences confusing- mostly simple sentences or compound sentences
- *mark 1.* Very jerky – hard to understand- cannot enjoy reading- almost all simple

sentences- complex sentences confusing – excessive use of “and”

Grammar

- *mark 5.* Mastery of grammar taught on the learning process- only 1 or 2 minor mistakes
- *mark 4.* A few minor mistakes only (prepositions, articles)
- *mark 3.* Only 1 or 2 major mistakes but a few minor ones
- *mark 2.* Major mistakes which lead to difficulty in understanding- lack of mastery of sentence construction
- *mark 1.* Numerous serious mistakes – no mastery of sentence construction – almost unintelligible

Vocabulary

- *mark 5.* Use the wide range of vocabulary taught previously
- *mark 4.* Good use of new words acquired – use of appropriate synonyms, circumlocution.
- *mark 3.* Attempts to use words acquired – fairly appropriate vocabulary of the whole but sometimes restricted – has to resort to use of synonyms, circumlocution on a few occasions
- *mark 2.* Restricted vocabulary – use of synonyms (but not always appropriate) – imprecise and vague – affects meaning.
- *mark 1.* Very restricted vocabulary – inappropriate use of synonyms - seriously hinders communication

Spelling

- *mark 5.* No errors
- *mark 4.* 1 or 2 minor errors only (example ie or ei).
- *mark 3.* Several errors – do not interfere significantly with communication – not too hard to understand
- *mark 2.* Several errors - some interfere with communication – some words very hard to recognize
- *mark 1.* Numerous errors – hard to recognize several words – communication made very difficult

Content

- *mark 5.* Idea is expressed in a clear and logical way – making and generating an excellent counter proposition – considering a breadth of relevant points to a conclusion.
- *mark 4.* Idea is expressed and arranged in a coherent way - the idea is cogent and rational – a balanced consideration of the proposition and counter proposition

- *mark 3.* The idea is relatively rational – some aspects of the argument ideas may have been overlooked - there some weakness in the force of the argument or the coherence of the ideas.
- *mark 2.* There may be significant elements of confusion in the argument - misconstrue certain important aspects of the main proposition - its implication may provide an unconvincing or weak counter proposition.
- *mark 1.* An answer that has some bearing on the question but which does not address the question in a demanding way – the idea is incoherent and unfocused.

The researcher assessed about the result of the test. The formula measured the mean of test by Sudjana (2006) as follow:

$\text{Mean} = \frac{\sum xi}{n}$ <p>$\sum xi$ = the total of score</p> <p>n = the number of students</p>	<p>Scoring level in test</p> <p>5 = 84 – 100 (<i>Excellent</i>)</p> <p>4 = 67- 83 (<i>Good</i>)</p> <p>3 = 50 – 66 (<i>Fair</i>)</p> <p>2 = 33 – 49 (<i>Less</i>)</p> <p>1 = 16 – 32 (<i>Poor</i>)</p> <p>0 = 1 – 15 (<i>Very Poor</i>)</p>
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The standard of a minimum score if the students’ success and failure for doing the activities planned above were assessed by referring to the criterion of the standard of minimum scores. The standard said that a student could pass the test if their score can reach 75.

DISCUSSION AND ANALYSIS

The researcher found from the interviews with the teacher and the students that the English teacher in teaching learning process used only textbooks and seldom used other sources to support the learning process. She never made any different instruction in English writing for students, she taught the students using standard instruction in writing in her teaching-learning process, she never knew the level of students’ writing ability, she never classified students’ personal ability to support them in English writing, and the English teacher never used any instruction to help students in writing. The description of questionnaire here is used for knowing and identifying multiple intelligences from second-grade students of Sekolah menengah atas Negeri 1 Soe. The writer had reasons for choosing multiple intelligences questionnaire as an instrument to get data because it can collect information about each student’s own intelligence from a large number of students and on the other side the students as respondents can complete and return it in a certain period. There were nine intelligences aspects in the questionnaire, and each

aspect is divided into fifty statements. The result of Questionnaires is as follows:

- a. The number of sample: 29 students from Second-grade students
- b. The number of item: 56 items
- c. The number of choice: 5 choices

Table 3. Multiple Intelligences Types found

RESP.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
A1	2	-	-	1	4	1	1	-	-
A2	3	-	1	5	2	4	2	-	-
A3	-	-	-	1	2	4	3	4	-
A4	-	-	-	1	5	2	1	-	-
A5	1	-	1	3	4	3	3	-	-
A6	1	1	1	3	3	5	1	-	-
A7	-	2	-	3	6	-	3	3	-
A8	-	-	-	2	1	-	-	3	-
A9	2	-	-	7	3	2	3	2	-
A10	1	1	-	-	4	3	1	1	-
A11	1	-	1	-	2	5	3	-	-
A12	-	-	1	4	6	3	-	1	-
A13	-	3	-	-	1	1	-	5	-
A14	1	-	-	5	6	4	3	2	-
A15	1	-	-	2	1	-	2	3	-
A16	1	-	2	3	5	4	2	1	-
A17	1	-	1	2	3	2	1	1	-
A18	2	-	-	-	6	5	2	1	-
A19	-	-	2	5	5	6	-	-	-
A20	-	1	1	2	1	3	-	-	-
A21	-	-	-	4	-	3	3	-	-
A22	2	-	1	5	3	3	4	1	-
A23	-	-	-	1	2	1	-	3	-
A24	1	1	1	2	3	4	2	1	-
A25	3	1	-	7	3	5	3	2	-
A26	3	-	-	3	2	4	3	1	-
A27	2	2	1	5	-	6	2	6	-
A28	3	-	2	5	4	5	3	6	-
A29	1	2	-	4	5	6	3	3	-

NOTE:

- Q1= Verbal / linguistic intelligence
- Q2= Logical-mathematical intelligence
- Q3= Visual- spatial intelligence
- Q4= Musical intelligence
- Q5= Bodily - kinesthetic intelligence
- Q6= Interpersonal intelligence
- Q7= Intrapersonal intelligence
- Q8= Naturalist intelligence
- Q9= Existential intelligence

From the students' Multiple Intelligence questionnaire results the researcher found out that there are four types of intelligences showed in students' checklist paper of multiple intelligences. They are bodily-kinesthetic intelligence, musical intelligence,

interpersonal intelligence and naturalist intelligence which is:

- a. Type 1: The researcher found that 17.24 % result of students' multiple intelligences questionnaires from 29 students have musical intelligences (Q4) as their dominant intelligence
- b. Type 2: The researcher found out that 34.5% result of students' multiple intelligences questionnaires from 29 students have bodily-kinesthetic intelligence (Q5) as their dominant intelligence
- c. Type 3: The researcher found out that 31.03% result of students' multiple intelligences questionnaires from 29 students have interpersonal intelligences (Q6) as their dominant intelligence
- d. Type 4: The researcher found out that 17.24% result of students' multiple intelligences questionnaires from 29 students have naturalist intelligence (Q8) as their dominant intelligence

Table 4. Increasing Students' test

No	Name	Pre-test Σ	Cycle 1 Σ	Cycle 2 Σ
1	Student 1	64	64	75
2	Student 2	74	74	81
3	Student 3	68	68	76
4	Student 4	70	70	78
5	Student 5	73	73	77
6	Student 6	72	72	79
7	Student 7	67	67	76
8	Student 8	66	66	75
9	Student 9	73	73	79
10	Student 10	60	60	76
11	Student 11	69	69	78
12	Student 12	65	65	77
13	Student 13	64	64	75
14	Student 14	69	69	77
15	Student 15	70	70	79
16	Student 16	73	73	80
17	Student 17	69	69	76
18	Student 18	67	67	75
19	Student 19	67	67	76
20	Student 20	66	66	75
21	Student 21	69	69	77
22	Student 22	68	68	75
23	Student 23	69	69	77
24	Student 24	70	70	77
25	Student 25	74	74	79
26	Student 26	66	66	75
27	Student 27	69	69	77
28	Student 28	67	67	78
29	Student 29	70	70	75
TOTAL		1840	1988	2230
MEAN		63.45	68.55	76.90

The researcher got data from the improvement of students' writing skills by using multiple intelligence instruction activities through their result of the test.

a. *Pre-test*

According to the result of the score test, it is known that most of the students get low scores. There are few students who got a good score and there are no students who have reached the standard of minimum score. It is known that many students got problems in conducting their writing. Students felt difficult to develop their ideas. It made the content of their writing less flow to be understood, or we can say fluency, the support sentences and confused. Almost all of the students understood the sentences pattern and grammar, but few students still felt difficult about the grammar. Most students make some mistakes in writing because they did not know how to find a topic and had limited vocabularies. Because of those problems, the students' score was less and it did not reach the standard of minimum score. Almost all students got score 60 and there were no students got the standard minimum score. The average score was 63.45. So, because of this situation, the researcher then intended to improve the students' writing comprehension by suggesting to the teacher to use multiple intelligence approach in teaching-learning process and the technique used to teach writing in English classroom situation was by applying multiple intelligence instruction activities to help them in writing based on their dominant intelligences.

b. *Cycle I*

According to the result of the test, it was known that few students still meet more problems in their writing comprehension' content and about the topic. Almost all of the students understood the sentences pattern and grammar, but few students still had mistaken in their grammar and they still had a lack of vocabularies). Because of those problems, the students' score is far from the standard of the minimum score, but some students' score has reached the standard of the minimum score. Almost all of students got score more than 60 and the average score was 68.55 and it was higher than in preliminary score. Even though, there was no students' score that got the standard of the minimum score so the researcher continued the cycle to the second cycle.

c. *Cycle II*

According to the result of the test, it was known that students' writing ability is better than before. Students' improve their writing based on multiple intelligence instruction activities given to them. The teacher then helped them to be able to write based on their strong or dominant multiple intelligences such as bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence through multiple intelligence instruction activities. The content of their writing then told about the topic had given. Almost all of the students understand the sentence pattern and grammar, their writing also was fluent to be understood,

the content shows coherence, and their vocabulary increased. The students' score was more than 75. All of the students' score was good and had reached the standard of the minimum score. The average score was 76.89. The score was higher than in cycle one. It showed that students' score in writing is increasing.

Table 5. Teacher's Observation Checklist

No	Aspect	Score		
		Pre-cycle	Cycle 1	Cycle 2
1	Teacher prepares lesson plan	3	4	4
2	Teacher explains the material	3	4	4
3	Teacher reviews the material	3	3	3
4	Interaction's teacher with students	3	4	4
5	Teacher uses media	3	4	4
6	Teacher uses teaching method	3	4	4
7	Teacher asks questions	3	3	4
8	Teacher responds student's questions	3	4	4
9	Teacher gives exercises	3	4	3
10	Teacher gives homework	3	3	3
11	Teacher gives instructions	2	3	3
12	Teacher manages the class	2	3	4
13	Teacher manages the time	2	3	3
TOTAL		36	46	50
MEAN		55.38%	71%	76.9%

Table 6. Student's Observation Checklist

No	Aspect	Score		
		Pre-cycle	cycle 1	Cycle 2
1	Students pay attention	2	4	4
2	Students respond teacher's question	2	3	4
3	Students ask questions	2	3	4
4	Students comprehend the material	2	4	4
5	Students do the task	3	3	4
6	Students do homework	3	3	3
7	Students interest the lesson	3	4	4
TOTAL		17	24	27
MEAN		48.57%	68.55 %	77.14%

In this study, the effect of using multiple intelligences based instruction activities in improving students' writing skills was analyzed. It is concluded that the students result of test were significantly higher, that is they loved the instruction based on their multiple intelligences. The result of the research showed that there was a significant improvement of students' writing skills; it could be seen from the result of the test from pre-cycle or pre-test (63.45), first cycle post-test (68.55) and the second cycle post-test (76.90). Students and teacher in this research were observed during the whole study. Of course, the observation supported the students' activeness, which is the students in this research did the activities and learning enthusiastically. If they were decided into the group, they have discussed their findings with their groups. They interpreted the activities which required spoken comment. Class schedules were enjoyable to the students. It could be seen from teacher's observation in the pre-cycle (55.38), first cycle first meeting (61.54), second meeting (64.6), and third meeting (71) and also seen from the second cycle first meeting (67.7), second meeting (65), and third meeting (76.9) and it could be seen from the students' observation in the pre-cycle (48.57), first cycle first meeting (54.29), second meeting (62.8), and third meeting (68.5) and also seen from the second cycle first meeting (71.4), second meeting (65.71), and third meeting (77.14). It was analyzed in each cycle; the writer got the result of the classroom action research.

Based on the explanation above, it can be concluded that the use of multiple intelligence instruction activities could improve students' writing ability. Writing is about students' effort. Students can write even though they have strong dominant multiple intelligence as bodily-kinesthetic, musical, interpersonal and naturalist rather than verbal linguistic because teacher helped students by creating an instruction activities of writing which is posses students to have an effort in writing based on their dominant multiple intelligences. For a reason, the writer stopped the research because the students' score has reached the standard of minimum score and the implementation of multiple intelligence instruction activity can improve students writing skills and their activeness in the process of learning in the classroom.

CONCLUSIONS

The implementation of multiple intelligence instruction activities in improving writing skills for this research used several intelligences model of teaching-learning process those are Visual intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal, Naturalist intelligence, Bodily-Kinesthetic and Verbal-Linguistic intelligence. The instruction activities were prepared according to the four dominant intelligences found from the second-grade students. According to the data from the result of multiple intelligence questionnaires which have been done and analyzed in the previous chapter, it showed that there were four dominant intelligences found from second grade students. Those are musical intelligence, interpersonal intelligence, naturalist intelligence and bodily- kinesthetic intelligences. From their dominant

multiple intelligences, then, visual materials, written documents, examples from nature, group works, verbal expressions and musical activities were used in order to address the intelligences of students, to make students more active in writing process with the use of their own multiple intelligence instruction activities intelligences and to encourage them to improve their writing skills.

According to the data from result of tests and observation, which have been done and analyzed in the previous chapter, it showed the implementation of multiple intelligences instruction activities could improve student' writing ability. It can be seen that the use of multiple intelligences instruction activities in writing is more interesting to the students. Using multiple intelligence instruction activities to improve their writing skills can make student to express their idea and opinion in writing better. It helped students with other intelligences besides verbal linguistics intelligence is active to write based on their own dominant intelligences. Besides that, students' participant in teaching learning process was increase; multiple intelligences instruction activities also improve their writing ability. It could be seen from the result of test from pre- cycle or pre- test (63.45%), first cycle post-test (68.55%) and the second cycle post-test (76.90%).

The students' activeness using multiple intelligences is significant. It could be seen from teacher's observation in the pre cycle (55.38%), First cycle first meeting (61.54%), Second meeting (64.6%), and third meeting (71%) and also seen from the Second cycle first meeting (67.7%),Second meeting (65%), and third meeting (76.9%) and it could be seen from the students' observation in the pre cycle (48.57%), First cycle first meeting (54.29%), Second meeting (62.8%%), and third meeting (68.5%) and also seen from the Second cycle first meeting (71.4%),Second meeting (65.7%), and third meeting (77.14%) .It was analyzed in each cycle, the writer got the result of the classroom action research. This study showed that multiple intelligence based instruction activities increase high school student's academic achievement in writing and attitudes of students toward English lesson.

Based on the result of this research study, the researcher suggested teachers should be informed about multiple intelligences. They should be aware of their students' multiple intelligences. They should examine which activities at their students are best, which one is they like most. They should help their students maximize their potentials and intelligences. For a meaningful learning; teachers should base their lessons on activities that vary according to the type of intelligences. Teacher should give more chances to students to be more active, and let the students do several practices. Teachers should trust students that they are able to do those activities by helping them with their own dominant ability and let them do themselves. Here, the teacher only observes and helps students when they meet difficulties.

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