

THE EFFECT OF USING MULTIPLE INTELLIGENCE STRATEGY ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXTS

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ABSTRACT

This study was conducted to find out the effect of using multiple intelligence strategy on students' achievement in writing narrative texts. The population was the students of grade XI SMA SWASTA KATOLIK 2 Kabanjahe. There were 142 students and 60 of them were taken as the sample based on random sampling technique. Thirty students were taken as control group and others as experimental group (taught by using MI strategy). The instrument used to collect the data was a written test. The data were analyzed by using t-test to show the effect of MI Strategy on students' achievement in writing narrative text. The results of the analysis showed that t-value 2.73 was higher than t-table 1.67 at the level of significance 0.05 and the degree of freedom (df) 58. It means that the alternative hypothesis is accepted. In other words, it is obvious that MI Strategy can cause significant effect on students' achievement in writing narrative text.

Key Words: Multiple Intelligence, Writing, Narrative Texts

INTRODUCTION

English has important part in developing a country. In this modern life, English is used internationally as the media of information flow on science, technology and culture. Realizing the importance of English in many aspects, the Indonesian government through the Department of National Education has chosen English as a Foreign Language as the local content taught from primary up to university level. Almost all of Primary Schools in Indonesia have been introducing English since grade one. In addition, many kindergartens also have taught English. The pupils are introduced to some English vocabularies and its pronunciations.

There are four language skills in English that need to be achieved by students, namely writing, reading, speaking and listening. Generally, English is taught from the primary level of education up to university levels in Indonesia. Based on The Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan : KTSP), students in Senior High School are expected to be able to comprehend writing skill well. One of the indicators of this curriculum that is students must be able to write well in English. Therefore, the students will not only use English in oral communication but also in written communication as the basic language that can be used for their further studies.

Writing itself involves the application of grammar and sentence pattern, vocabulary or dictation, and cross culture understanding. Then, Byrne (2002:1) asserts that the skill of writing can be said the act of forming symbols that have to be arranged according to certain conventions to form words and words have to be arranged to form sentences. It means that writing skill is the capability of producing a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short. Perhaps only two or three sentences but because of the way the sentences have been put in order and linked together they form a coherent whole. They form what we may call a "text".

In teaching writing process especially in narrative text, students are expected to understand about many aspects of narrative text. It includes text function, text structure, and dominant grammatical aspects. By mastering all of narrative text aspects, students are expected to be able to write a narrative text correctly. For this expectation, of course, teacher has important part in helping the students in teaching and learning process. Harmer (2003:58-62) asserts there are eight the roles of a teacher in teaching learning process in the classroom, namely as Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, and Observer. Apart from the roles which adopted in the classroom, Harmer also explains that the teacher can be as language model and as provider of comprehensible input. All of these things are needed to make students can master the material.

According to the researcher's observation at Katolik Senior High School in Kabanjahe in Field Practice Experience (Praktek Pengalaman Lapangan: PPL), the researchers found that the teacher taught the students by using direct instruction technique. The class activity focused on the teacher. Based on the

interview between researcher and some high school students, it is understood that the students are not so good in English and most of them are not interested in learning English. The students said that they are not interested in learning English because teacher taught them only by explaining the material, giving some examples and in the end of lesson he gives homework. Teacher never teaches the students by using creative way. Another student said that she felt learning English is a boring thing. She said that she had learned English since grade four of primary school but until now she still doesn't understand about English and her English score is very low. In addition, based on the information gotten by writer from Catholic Senior High School English teacher in Kabanjahe, researcher found that the students got low score in English. It can be seen from their achievement in last year consists of two semesters. The average of English scores for all students grade two in Catholic Senior High School are 6.50 in the first semester and 6.70 in the second semester.

Therefore, if students find problems in learning English especially in writing narrative text, teacher as instructor and guider must help them to solve the problems. One of helps is by providing an interesting class activity. It is done in order to attract students' interest. The students will enjoy writing the text if teacher is successful in gaining students' attention. In this condition, it is believed that students' achievement in writing text especially in writing narrative text can be improved.

For that reason, the researcher will use multiple intelligence strategy to be applied in the classroom. According to encyclopedia (<http://en.wikipedia.org>) multiple intelligence theory is developed by Howard Gardner (1993) from Graduate School of Education, Harvard University, to improve teaching quality in order to bring effectiveness of learning English. Gardner in Richards (2002: 116) explains that the idea of multiple intelligences has attracted the interest of many educators as well as the general public. Schools that use MI (Multiple Intelligence) strategy have encouraged learning that goes beyond traditional using books, pens, and pencils. Teacher who recognizes their learners' particular talents can provide learning activities that build on those inherent gifts. As result of strengthening such differences, individuals are free to be intelligent in their own ways. It means that multiple intelligence strategy can help the students to use their intelligences in teaching learning process especially in writing narrative text. So that, multiple intelligence strategy is assumed to be able to increase students' achievement in writing narrative text.

Multiple intelligence strategy is the design of some activities and the use of some facilities in enhancing the students' multiple intelligences in order to get the goal of study. Gardner argues that learners are viewed as possessing individual learning styles, preferences, or intelligences. It means that the students have their own learning styles, preferences, or intelligences that may be different from other. These three things have big effect on the students' interest in learning the lesson. That way teacher should know the students learning styles, preferences and students' intelligences and provide some activities or media relate to the students' intelligences while teaching in the classroom.

In multiple intelligence strategy, before starting teaching learning process, there are three important things that teacher should do. They are:

- Knowing the students' intelligences
Students' intelligences can be known by giving a test.
- Asking the students to make some groups
By asking the students to make some groups, it will help the teacher in designing the class activities. The teacher will know the majority of students' intelligences.
- Designing some activities
Teacher designs some activities that relate to students' intelligences. For example, teacher asks the musical intelligence group to sing a song.

Gardner explains that teachers don't have to teach lesson by applying eight multiple intelligences, just see what the possibilities are and then decide what intelligences will be involved. This is because certain situation. It may be because of time allocation, context, or other factors. For example, when teaching a narrative text, it is not suitable for the teacher to apply natural intelligence. The teacher will have difficulty if some students learn out of the classroom while others learn in the classroom. (http://www.thomasarmstrong.com/multiple_intelligences.php)

Table Taxonomy of Language-Learning Activities for Multiple Intelligences

Multiple Intelligences	Activities
Linguistic Intelligence : <ul style="list-style-type: none"> • Listening to the lecturer 	<ul style="list-style-type: none"> • Speeches

<ul style="list-style-type: none"> • Having competence in small-and large-group discussions • Having competence in creating books • Having competence to finish worksheet • Playing word games • Listening to cassettes or talking books publishing (creating class newspaper or collections of writing) 	<ul style="list-style-type: none"> • Storytelling • Debates • Journal keeping • Memorizing • Using word processors
<p>Logical/Mathematical Intelligence :</p> <ul style="list-style-type: none"> • The ability to follow or conduct scientific demonstrations • Competence in solving logic problems and puzzles • Science thinking logical-sequential presentation of subject matter 	<ul style="list-style-type: none"> • Creating codes • Solving story problems • Calculations
<p>Spatial Intelligence :</p> <ul style="list-style-type: none"> • Competence in analyzing charts, maps, diagrams • Having ability to comprehend videos, slides, movies • Competence in art and other pictures • Imaginative storytelling • Organizing graphic • Telescopes, microscopes visual awareness activities 	<ul style="list-style-type: none"> • Using visualization • Using photography • Using mind maps • Painting or collage • Optical illusions • Student drawings
<p>Bodily/Kinesthetic Intelligences :</p> <ul style="list-style-type: none"> • Creative movement • Mother-may-I? • Cooking and other “mess” activities role plays 	<ul style="list-style-type: none"> • Hands-on activities • Field trips • Mime
<p>Musical Intelligences :</p> <ul style="list-style-type: none"> • Playing recorded music • Playing live music (piano, guitar) • Music appreciation • Student-made instruments 	<ul style="list-style-type: none"> • Singing • Group singing • Mood music • Jazz chants
<p>Interpersonal Intelligences :</p> <ul style="list-style-type: none"> • Cooperative groups • Peer teaching • Group brainstorming 	<ul style="list-style-type: none"> • Conflict mediation • Board games • Pair work
<p>Intrapersonal Intelligences :</p> <ul style="list-style-type: none"> • Independent student work • Individualized projects options for homework • Inventories and checklists • Personal journal keeping • Self teaching/programmed instruction 	<ul style="list-style-type: none"> • Reflective learning • Journal keeping • Interest centers • Self-esteem journals • Goal setting

To make it clear, we can see the table of intelligences and the activities that had been done in the classroom as follow:

Intelligences	Activities
Musical	Singing a song
Linguistic	Explaining about the song that have been heard

Intrapersonal	Explaining what we can get by listening to the song whose lyric relate to narrative text
Visual	Analyzing the sequence of pictures
Mathematic-logic	Analyzing the text structure of narrative text
Interpersonal	Discussing the dominant grammatical aspects of narrative text

Base on the explanation above, we can see the relation between MI components and narrative text as follow:

- Musical and linguistic groups explain about the example of narrative text. So the students will understand what a narrative text looks like.
- Intrapersonal group will explain the function of narrative text.
- By analyzing the sequence of pictures, the visual group will understand that a narrative text consists of sequence of events. The sequence of pictures will help the students to write a narrative text in good chronological order.
- By thinking rationally, the mathematic-logic group will find out text structure of a narrative text.
- By discussing the dominant grammatical aspects, the students in interpersonal group will find out the five grammatical aspects of a narrative text.

WRITING

Byrne (2002: 1) asserts that writing can be said the act of forming symbols that have to be arranged, according to certain conventions to use words form sentences. It means that writing is a capability of producing a sequence of sentences arranged in a particular order of linking them in certain ways. The sequence may be very short - perhaps only two or three sentences - but because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a text.

Writing Process

According to Harmer (2003: 258) in producing a writing matter, there is process involved and the process can be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written in. There are four elements of the writing process. They are:

1. Planning

It is important to a writer to make a plan before starting to write. The writer tries and decides what he/she is going to do. For some writers, this may involve making detailed notes. For others a few jotted words may be enough. When planning, the writer has to think about three main issues. In the first place he/she has to consider the purpose of his/her writing since this will influence (among other things) not only the type of the text he/she wishes to produce, but also the language that is used, and the information that is chosen as the aim of the writing for.

2. Drafting

We can refer to the first version of a piece of writing as draft. This first go at a text is often done in the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to find version.

3. Editing (Reflecting and Revising)

Once writer has produced a draft he/she, then reads through what he/she has written to see whether there is something wrong in his/her writing. Perhaps the order of the information is not clear and the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

4. Final Version

Once writer has edited their draft, making the changes that the writer considers being necessary, the writer produces the final version. This may look considerably different from both of the original plan and the first draft, because some things have changed in the editing process. The writer is ready to send the written text to its intended audience.

Writing Difficulties

Writing is commonly a difficult activity for most students, both in the mother tongue and in foreign language. Byrne (2002: 4) states that writing difficulties are caused by three problems. They are:

- **Psychological problem**
Writing is difficult for the students because writing is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction of the benefit of feedback.
- **Linguistic Problem**
In writing, we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own.
- **Cognitive Problem**
Writing is learnt through a process of instruction: we have to master the written form of language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

Writing Genre

Freadman (1994) as quoted by Knapp and Watkins (2005 : 21) states that genre is place occasion, function, behavior, and interactional structures. While Gerrot (1994) states that genre tend to the kinds of text. Genre and grammar are closely linked. Different genres deploy the resources for meaning-making through grammar in different ways. Students have to know the features of each genre because those feature contribute the overall meaning of text that they are going to write about.

Using written language basically not only put the information, messages or ideas grammatically correct but also must be packaged in correct text form which have some criteria. It simply can be said that the main problem in genre based is that each writing must have clear purpose which all the ideas must be packaged in certain text (descriptive, recount, narrative, hortatory, procedure, etc) by having text elements rhetorically structured an grammatically patterns effectively. Genre is driven by functional purpose, not form.

In the concept of genre, it is clearly stated that every text has different purpose, rhetorical structure and the style of language particularly in choosing the tense form and sentence patterns. The purpose and rhetorical structure of the information in descriptive text is certainly different from narrative text or any other texts such as report, news item, and so on.

Genre based writing consists of thirteen kinds. They are narrative, recount, spoof, procedure, news item, report, hortatory, exposition, analytical exposition, description, anecdote, explanation, discussion and review. Each of them has social function, language features, and generic structures. So that, it is clear to differentiate those writings.

After knowing the purpose and rhetorical structure of each genre for example, the social function and the generic structure, students are easily to write a text because they have known the function of each text genre.

METHODOLOGY

This study will be conducted by using an experimental design with two groups; experimental and control groups. The experimental group is the group that receives treatment (the group will be taught by using MI strategy) in teaching writing. On the contrary, the control group is the group treated by writing a narrative paragraph based on teaching practice of the teacher (the group will be taught by using DI technique). The application of the use of pre-test and post-test design in the experimental and control groups are presented as follows:

Research Design

Experimental Group	Pre-Test	Treatment	Post-Test
Control Group	Pre-Test	-----	Post-Test

Population is a set or collection of all elements processing one or more attributes of interest Arikunto (2002: 108). The population of this study is students of Grade XI Catholic II Senior High School

or SMA KATOLIK 2 KABANJAHE. There are three parallel classes and total number of the students 144. Sixty students will be taken as the sample of this research. These sixty students will be divided into two groups namely control and experimental groups. One group consists of 30 students. The sample will be taken by using random sampling technique. To collect the data, students of both groups were asked to write a text. The length of the text is maximum 150 words.

Richards (2002:118) explains that there are four stages of applying MI strategy:

Stage 1: Awaken the Intelligences. Through multisensory experiences—touching, smelling, tasting, seeing and so on—learners can be sensitized to the many-faceted properties of object and events in the world that surround them.

Stage 2: Amplify the Intelligences. Strengthening and improving students' intelligence by doing some exercises and activities. In this stage teacher will provide some objects or events that will be involved into the class activities. For example, teacher gives sequence of pictures to be analyzed by the students.

Stage 3: Teach with/for the Intelligences. At this stage the Intelligences are linked to the focus of the class. Teacher does some efforts to structure the lessons for multiple intelligences. All of the activities in the third stage will be concerned with the lesson. For example, teacher asks the students who have interpersonal intelligence to discuss narrative text.

Stage 4: Transfer of the Intelligences. Students reflect on the learning experiences of the previous three stages and relate these to issues and challenges in the out of class world.

The treatment that had been done is as follows:

1. The researcher gave a multiple intelligence test to the students.
2. The students filled the test. By getting the students' answers, researcher, knew each student's intelligences.
3. The researcher asked the students to make some groups according to the same intelligences. One student from each group was chosen as the group leader.
4. The leader of each group was as to prepare a piece of paper to be filled with their answers from the questions asked by the researcher.
5. The researcher gave an example of narrative text to the students.
6. After giving the example of narrative text the researcher asked the musical group to sing a song. The song's lyric related to narrative text (awakening and amplifying intelligences).
7. After singing a song the researcher asked the linguistic group what the song tells about. They wrote the answers on the piece of paper (awakening and amplifying the intelligences).
8. The researcher asked what we can get by listening to the song to the intrapersonal group (awakening and amplifying the intelligences).
9. The researcher shared a sequence of pictures to the visual group to be analyzed (teaching for / with intelligence).
10. The researcher gave the component of text structure analysis to the mathematic-logic group and ask them to find out text structure analysis from the example of narrative text. The example of text will have been given in the fifth step (awakening and amplifying the intelligences).
11. The researcher gave the dominant grammatical aspects of narrative text to the interpersonal group and asked them to discuss the dominant grammatical aspects from the example of narrative text that had been given in the fifth step (awakening and amplifying the intelligences).
12. The researcher gave five minutes to each group to discuss their answers and then collect it.
13. The researcher read the answers of each group and added some explanations to complete the result of the class activities, so the students understood about narrative text (teaching with/for intelligence).
14. The researcher asked the students to write a narrative text base on the researcher's explanation.
15. In the end of the lesson, the researcher explained about the aim of doing the class activities, so that the students could get idea in solving their problems especially in teaching learning process (transferring intelligence).

RESULT AND DISCUSSION

After the treatment was given and the data were collected and analyzed, it was found that MI Strategy gave a significant effect on the Students' Achievement in Writing Narrative Texts. It means that the students who were taught through MI Strategy got higher score than those who were not taught by using MI Strategy. It is proved from the result of the t-test : the value of t-observed (2.73) is higher than the value of t-table (1.67) with $df = 58$ and the level of significance = 0.05.

CONCLUSION AND SUGGESTION

Based on the result of the study the mean score of students' achievement taught by using MI strategy (72.83) is higher than mean score of students' achievement taught without MI strategy (65.00).

The t-observe (2.73) is higher than t-table (1.67) at the level significance of 0.05 of two tailed test. It means that H_a is accepted. Thus, it can be concluded that there is a significant effect of using MI strategy on students' achievement in writing narrative text

In regard to the conclusion, it is suggested that the English teachers needed to improve their strategy in teaching writing and the types of MI strategy as one of the way to achieve the students' achievement in writing narrative texts. The students also should be advised to have practicing in writing narrative texts by using MI strategy.

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